

Break



Dr Luis Machado—a thoughtful, provocative appointment.

Let them laugh

"I am a man of enormous courage," says Dr Luis Machado, the first Minister of State for the Development of Human Intelligence. The new President of Venezuela appointed him last year—and the appointment, according to Dr Machado, was greeted with a mixture of hilarity and dismay.

The courage came in facing down the sceptics. But Dr Machado is clearly also a man of enormous enthusiasm and energy. His belief is that anyone can be highly intelligent and creative, given the right education, and this determination to prove it.

So he has launched a campaign to educate all mothers of newborn babies in Caracas's biggest maternity hospital. Panels of experts will tell them that a sleeping baby is not learning, that babies need conversation and cuddling and exercise on the floor, and the message will be reinforced on television.

He has been to Japan and brought back a great Suzuki teacher to work with a group of poor children who had learned no music. He has started, it was announced, that the children would give a concert a few months later, playing bits of Beethoven's Ninth and Haydn's Toy Symphony. Friends begged Dr Machado not to go ahead, but he did, and he says, the concert was a great success.

His next offensive on the creative front will be to take 100 poor children, teach them music and the arts for a year, then stage another major concert. But this time the children will play not only Beethoven and Haydn, but also their own compositions.

He is also promoting the teaching of thinking, with our own Edward de Bono as consultant. One thousand children in Caracas and Morelia (Venezuela's second city) are undergoing a "fresh programme" with 30 specially trained teachers, and the children's progress is being monitored. When the experiment is ended, a television series to teach thinking to all viewers will be launched.

Meanwhile, more teachers, along with members of the armed forces, social workers and trade unionists, have been sent on de Bono training courses to spread the methods throughout the land.

Other education programmes (including the baby one) are being devised by Harvard University. Ironically, the man in charge there is Professor Richard Hornstein.

a book of multiple academic authorship. Nurseries Now (Pelican £1.95) isn't a case of six authors in search of some character. The book ends up as a very coherent whole (See also page 2).

The authors are listed as Hughes, Mayall, Moss, Perry, Petrie and Pinkerton. It's a happy alphabetical chance that Hughes comes first. Martin Hughes, now working with Margaret (Children's Minds) Donaldson at Edinburgh University, was the one who did the craftwork of shaping disparate chapters into a proper book. So the bibliographical references to Hughes et al will be partly justified.

But it was very much a team book. The authors say that the coherence came from working at the same place—the Thomas Coram research unit in London, all of them involved in interviewing for the unit's local social surveys. All of them were struck by the very unhappy and depressed state of many mothers of young children—and by their commitment and common sense when talking about their children. The researchers started with discussion groups about what they were finding, and ended with the book.



"Yes I know, James. It was hard enough to spell Rhodesia."

They had all also developed distinct interests. Barry Mayall and Petrie did the famous Coram study on children's education. Mayall even favoured minders who were not in fact, despite his happy words, other people's children. Gill Pinkerton worked on nursery curriculum, and home school relations in nursery schools, and classes. Peter Moss was studying new parents, with particular interest in fathers, and in families and work. He's also good on policy. Jane Perry is an administrator, as well as a researcher.

The book is a tribute to the whole idea of the Coram unit (although the authors are quick to point out it does not represent the views of the unit as a whole). It's the result of academics with different specialisms, getting together in a specific field—in this case, young children and families. Working on long-term contracts,

Monday's children

A new report on primary schools that may rival (and certainly complement) the one by the HMI will appear in 7th May.

The authors are the 300 "Monday's children" who, at eleven-year-old, were asked to write about their school on Monday, and they'd like to do.

We are still trying to digest what goes on in our infant, junior, middle and prep schools, and their perceptive comments, criticisms and requests. A long report published early next May.

You like more such classes? The expenses of some of them? All of \$4 per class? No.

What about assessment? Traditionally, it's all about the marks. But the new report will let the schools say what they think about their work. But the report will fall by just over a third between 1978-79 and 1979-80, according to the Public Schools White Paper published last week. This would reduce the total from £2.8 billion to £1.8 billion.

Other assumptions in the White Paper are:

- £35m extra for books and materials in the years up to 1982-83.
- £3m in 1981-82 rising to £12m in 1983-84 for the Assisted Places Scheme.
- 750,000 surplus school places taken out of use by 1982-83.
- Full cost tuition fees for new overseas students.
- A broad standstill in the number of some students in higher education, possibly requiring a drop of 2 to 3 per cent in admissions.

The spending planned by the Government is five and a half per cent lower in 1980-81 and 10 per cent lower in 1982-83 than the plans set out by the Labour Government in their White Paper last January.

Reaction to the White Paper from the teacher unions was swift and hostile. Mr Fred Jarvis, General Secretary of the National Union of Teachers, said that cutting back on education amounted to "burning the seedcorn of Britain's future".

The Government was offering no hope to the education service but a continuation of damage which its policy was already inflicting on schools, he said.

The National Association of Head Teachers said the cuts were "neither fair nor sensible". "The falling rolls argument... is misleadingly misleading," the association said.

The National Association of Teachers in Further and Higher Education said it was quite hypocritical to pretend that enrolments could increase in non-advanced schools.

Continued on page 3

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Negotiations on the findings are due to start in earnest on April 17, four days being set aside for the Clegg pay award and the teachers' 1980/81 claim for a 20 per cent increase can be settled by April 25.

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THE TIMES Educational Supplement

FRIDAY APRIL 4 1980 NUMBER 3330

Five year plan heralds more cuts

Government spending plans for the next five years mean a drop of 67,000 teachers, a cut of £820m poorer prospects for nursery and adult education. White Paper has set spending targets of up to 10 per cent less than envisaged by the last Labour Government. Biddy Passmore reports.

Hypocritical' scheme attacked

But when the headmaster learned that Michael sometimes rode his bicycle, which he made himself, the quarter mile to school, he banned it because he thought it was too dangerous on a busy main road. "I have told him he can bring it to school," but he must carry it over his shoulder," said headmaster Mr Peter Kendall.

The survey starts on page 10 with comments on particular aspects of the education service on page 12. Two authorities, Conservative-controlled Northamptonshire and Labour-led Sheffield, are looked at in detail on page 13.

Spending on adult education will be cut by a third or about £15m a year. The Government hopes that most of this saving will be achieved through fee increases.

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Big heads biggest pay rises

egg tells Prime Minister

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Axe on jobs: 10,500 go this year

One in 50 teaching jobs will disappear this year because of cuts in education spending. A survey by The TES of every local authority in England, Wales and Scotland reveals that 10,500 teaching posts will be axed.

More are certain to be lost now that town and county councils can't make charges for school transport. And the Government's White Paper on expenditure published last week forecasts a drop of £7,000 by 1984.

Cuts in education budgets for the coming year range from 8.5 per cent in Northamptonshire to 51 per cent in Waltham Forest. At the other extreme, the Shetland Islands will increase spending by 42 per cent. They have more children, more teachers and extra costs because of expansion of the oil industry.

Most savings are coming from school meals. The National Union of Public Employees claims that 40,000 jobs are to be lost in the catering service.

Our survey includes a detailed look at the budgets of every authority in the country. The shire counties will cut £168m, the metropolitan districts more than £46m, inner and outer London also £46m on education and extra costs (some areas will increase spending) of £4m.

The savings are largely in line with the Government's recommendations. However, many authorities have ignored the Government's wish for increased spending on the 16 to 19 age group.

Areas which are making no cuts are Liverpool and Wolverhampton for example, intend to have massive rate rises.

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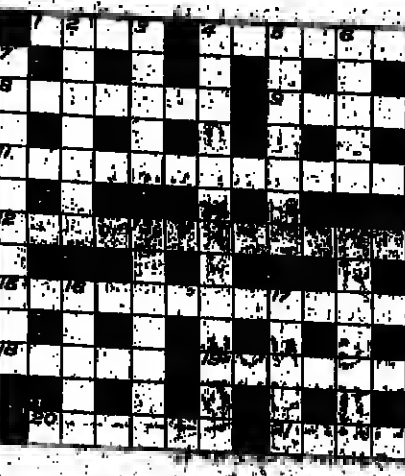
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Crossword No 1,181



Across

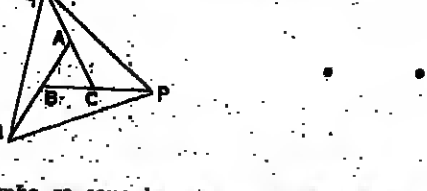
- 1. Spenser of the sun (10)
- 2. Gullible (6)
- 3. Oversee (8)
- 4. Making do with a (5)
- 5. Does he hide a (5)

Down

- 1. Nothing more than the royal symbol (7)
- 2. Closest finish on record (5)
- 3. Vineyard (6)
- 4. They (5)
- 5. They (5)
- 6. They (5)
- 7. They (5)
- 8. They (5)
- 9. They (5)
- 10. They (5)

Maths teaser

In the diagram the sides of the equilateral triangle ABC have been extended to P, Q, R, so that CP=AQ=BR=BC=CA=AB.



- (1) Prove that PQR is also an equilateral triangle.
- (2) Prove that the area of this triangle PQR is seven times the area of the triangle ABC.
- (3) Prove that the area of this triangle PQR is seven times the area of the triangle ABC.
- (4) Prove that the area of this triangle PQR is seven times the area of the triangle ABC.
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United States

Carter orders surprise science teaching review

by Clive Cookson

WASHINGTON President Carter has told his education officials to make a rapid assessment of the state of science education and training in the United States. About 10 people in the new Education Department and the National Science Foundation are working full-time on the job.

Mr Carter's memorandum to Education Secretary Shirley Hufschneider and NSF director Richard Atkinson, asking them to cooperate on the review, set a deadline of July 1. By then he wants a set of policy options for improving science education at both school and university levels.

The President did not spell out his reasons for ordering the review, which has been given no publicity so far. But administration sources indicate that there are four main motives.

First, the White House is becoming increasingly disturbed by reports that the United States faces severe manpower shortages in some key areas of science and technology in the 1980s. Mr Carter is particularly worried that there will not be enough engineers to carry the country's ambitious energy programmes, notably synthetic fuels, nor to develop end-build new weapons systems.

Secondly, Mr Carter and his science adviser, Frank Press, are concerned about reports that the Soviet Union has greatly improved its science and technology in the last few years and is now training far more scientists than the United States. The President made his decision to review American science education in January or February, when his post-Afghanistan anti-Russian feelings were at their strongest.

Thirdly, the rate of industrial innovation in the United States has been declining for several years, and productivity has almost stopped rising. Last year, after a lengthy domestic policy review, President Carter announced a series of government initiatives to improve the climate for innovation, but he did not include deficiencies in science and engineering education as a possible factor. Now Mr Carter wants to make up for this omission.

Fourthly, there has recently been a steady stream of studies and articles which claim that the "crisis" of school science is the "crisis" of the nation. There is a widespread feeling that American science education, particularly at the secondary school level, is in a state of decline. The President wants to respond to it.

The National Science Foundation will be making a comparison of science and engineering education in the United States and the Soviet Union, as part of its contribution to the review. One piece of evidence they are using is an unpublished

paper on Soviet science education by Isaac Wirszup, Professor of Mathematics at the University of Chicago and an expert on East European science.

He shows that the Russians made dramatic strides during the 1970s towards the goal of universal primary and secondary education, and that Soviet children receive far more rigorous exposure to science and mathematics than their American counterparts. Soviet higher education also turns out many more scientists and engineers than American colleges and universities, though it focuses much more on narrow technical training for specific jobs.

However, a senior NSF official said, "While the Russians seem to be working much harder at science and mathematics at the secondary level, it is not clear to me that this results in any improvement in the quality of research and development."

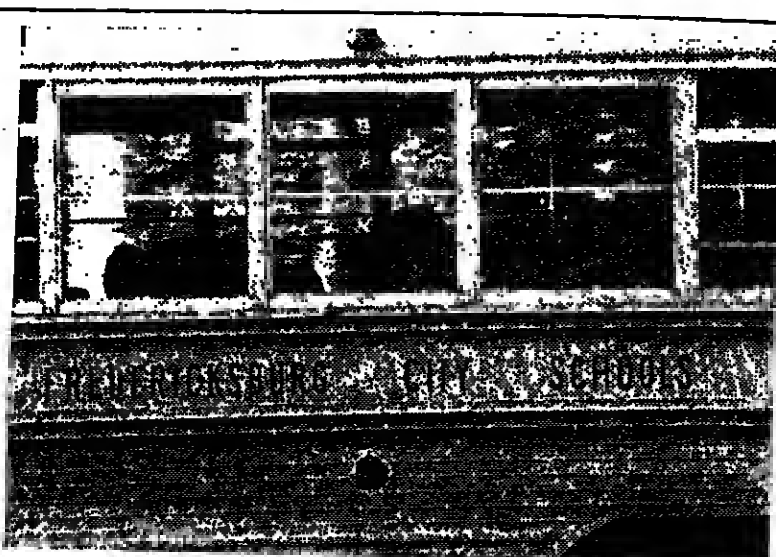
A White House science aide emphasized that the present review is in no way comparable to the explosion of concern about American science and engineering and the drive to "catch up" with the Russians that followed the launch of the first Soviet Sputnik satellite in 1957. "We don't want to charge off into another huge Sputnik enterprise," he said.

Among other Soviet-American comparisons being used by the NSF review team is work on the total number of professional scientists and engineers by Soviet experts at the United States Census Bureau. They show that the Soviet Union now has about 950,000 scientific workers compared to 125,000 in the United States (about 620,000).

There has not been a comprehensive review of American science education at all levels for many years. The National Science Foundation in the state of pre-college science in the United States in 1977-78 (without making specific recommendations for improvement). The NSF found that the advances made in the science curriculum 20 years ago as a direct result of Sputnik had virtually disappeared, and science teaching in American schools was no better than it had been in the 1950s.

"The cry for more stress on 'basic' skills such as reading and arithmetic has largely pushed the teaching of science into the back ground. In fact, it had even left the Foundation commented. The reason seemed to be over-nervousness of university scientists, school administrators or teachers—was really interested in school science."

The education department is starting off its part of the review by assessing the effectiveness of all the present federal programmes to support and improve science education. It will then go on to decide what new programmes might be initiated. The department will also study science education in West Germany and Japan, to see whether the superior industrial performance of these countries can be attributed to any features of their educational system.



Not a vote against busing.

Going private

Denis Doyle on the current crisis of confidence in American state schools

American state schools will confront a major crisis of confidence in the coming decade. Long the symbol of the American dream, they have been the hope of the upwardly mobile, the bearer of American culture, and the guardian of American democracy. They represented the one social institution in which Americans of all races, social classes, and ethnic backgrounds met and worked together, and achieved mythic proportions as the common ground of American society.

The myth, of course, often bore little resemblance to reality. Too often wealthy children went to school with wealthy children, poor with poor, black with black. And schools of excellence were few and accessible only to those of means. But myths can reveal more about a society than the numbers and statistics of the underlying reality, and it is significant that the public school myth is now fading.

It is fading because the middle class no longer believes the schools serve their purposes or satisfy their values. A decade of permissiveness and failing national purpose is taking its educational toll. Railing about personal safety, the use of the schools to achieve a wide variety of secondary school purposes has left the schools vulnerable and open to question.

The irony is that public schools are subject to close scrutiny and systematic criticism precisely because Americans prize education so highly. Today's disillusionment is a function of unrealistic expectations. The driving dream of what was that education would eliminate poverty and establish racial justice. And while great strides have been made in both areas, such ground promises clearly exceed the capacity of the schools.

The evidence for this gloomy assessment is extensive. The Gallup poll, for example, shows a steady decline in public confidence over the past five years, with 48 per cent of those polled in 1974 saying they had confidence in the schools, down from 54 per cent in 1970. More important, however, is having different, in ways that suggest profound changes for the decade ahead.

Public school enrolments in most of the nation are falling for several years. This has been true for all birth cohorts since 1965. Private school enrolments are increasing slowly but steadily, and it appears that the rate of increase itself may increase.

As life births decreased so did average family size. Fewer children live in life in conjunction with more disposable family income is a potent combination. No longer is the middle class forced by economic circumstance to send children to public schools.

This trend had been obscured by the fact that public schools

What little was available tended to be segregated as though private schools were all the same. For example, enrolment trends for private schools in 1970 still show a parish decline, because Catholic parishes elementary school enrolments are declining. But certain segments of the private school world are growing rapidly. Among "Christian Academies", for example, the rate of growth has been 118 per cent over the past 10 years.

Some critics argue that the recent growth of private school enrolments is a form of "white flight", a reaction to court ordered busing but the evidence does not support this. Middle class blacks are over-represented in private schools. Most private schools, in fact, have a high percentage of black students. In particular, Catholic schools in particular enrol large numbers of minority groups, most of whom are not Catholic.

The flight from public school in general, and inner city public schools in particular, is neither a new phenomenon nor a new class. If there is a common denominator to the move toward private education it is a search for "standards" intellectual, physical and moral.

The absolute growth figures are not yet high enough to cause alarm, but the trend lines suggest a major long-term change in American education. If they are to be believed, what are the likely consequences?

The most likely is the emergence of some programme of government financial support for private schools or private school students. Vouchers are probably most often thought of first in discussions of possible government aid schemes. But they are a dead letter in American education. A decade of discussion and attempts to experiment with vouchers, including serious political efforts to get them out of the bill in California this year, have all failed. Like Robert Morley's famous quip about a play that folded, "there was trouble casting the audience". There simply is no constituency for vouchers in the walls of the academy or the store-fronts of the reformers.

Tax credits, however, may be a reality within the next few years. In this case government aid would be in the form of a reduction in income tax liability, offsetting part of the fees charged by private schools. A "refundability" provision would be included to provide a cash transfer to low income families with no tax liability.

American economists are generally agreed that tax credits are more progressive than tax deductions in that credits reduce the amount of tax liability by a fixed amount, rather than exempting income from tax. Thus, a \$500 credit represents a larger fraction of tax liability to lower income families than higher.

Although negative transfer payments by the means of tax reduction are an imperfect way

to aid education, the States for two reasons. First, a long history of judicial interpretation, lawyers agree that direct payments to private schools are unconstitutional. Second, the States are not likely to find the money to provide direct support for private schools. The States are not likely to find the money to provide direct support for private schools.

In addition they promise to regulate the private schools, making them subject to the same standards as public schools. Taxation officials are not likely to agree to let private schools avoid the same standards as public schools. Taxation officials are not likely to agree to let private schools avoid the same standards as public schools.

Whether or not public schools are declining, the quality is declining. The principal reason for this is the changing demographic and economic conditions. There is a continued shift to private schools in America.

It is equally likely that the shift will lead to government support for private schools. The danger in all this is a "creaming" of the schools. The answer is to return to national standards for private schools, but a realistic goal is to provide an education for all children, and hold a wide variety of students. It is of course a difficult and more difficult dilemma, for the only answer is a loss of confidence in the public schools. No easy task to the public, but one that must be undertaken.

It should come as no surprise then, to discover that one of the nation's most vigorous and energetic school superintendents, William Reed, of Washington DC, has written a book on the "academic high schools" of the future. The reason? To stem the flight of many average and above average public school students.

Denis Doyle is an assistant director of the National Institute of Education, and at present a visiting professor at the Brookings Institution.

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South Africa

Black hopes dashed in budget gold handout

by Kate Berman

JOHANNESBURG

Disappointment has been by black spokesmen or the provisions to South Africa's 1980/81 national budget, unveiled in Cape Town last week. It had been high hopes that the Minister, Senator Owen

himself a former university chancellor, would use the budget's tax windfall from the gold-price for dramatic improvements in state expenditure on education.

Given the huge backlog in school facilities for blacks, the 3.5 per cent increase in state expenditure on education was seen as a way below need.

Black spokesmen have been quick to point out that the money provided for education (R244m (2436m) in 1979/80) was not provided for the year, and that the 3.5 per cent increase in state expenditure on education was seen as a way below need.

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teaching posts to relieve the teacher shortage.

The authorities are also making special provision to enable backward children to keep up with the others. This is seen as necessary before education can be made compulsory, Mr Joubert Reussens, Secretary for Education and Training, told the TES in an interview in Cape Town recently.

The authorities were undoubtedly jolted out of their complacent neglect of black education by the upheavals in Soweto in 1976, and some headway is finally being made in reducing the huge backlog of classrooms. Between the beginning of last year and the end of this year, Soweto will have received more than 1,000 new classrooms (some of them added to existing schools, others forming part of completely new schools).

Indeed, Mr Rousseau says, the present classroom backlog (7,000 in the urban areas) will be eliminated completely within the next three or four years, at a cost of R4m. The problem, however, is that the enrolment of blacks in school is still growing by 100,000 a year in the "white" parts of the country, necessitating an extra 2,500 classrooms each year over and above the backlog.

To provide enough classrooms for all black children by the mid-1980s would cost about R170m, Mr Rousseau says.

It is worth noting that of the money Senator Horwood has provided, the highest increase goes to secondary education. The policy of trying to reduce the drop-out rate at black schools, which is partly due to the fact that the shortage of secondary schools is much more acute than that of primary schools.

Capita spending on secondary schools is in fact to be doubled from R8m to R16m. Given the vastness of townshipships like Soweto and the fact that many people are afraid to speak their minds because of continuing harassment of student and teacher spokesmen by the security police, it is immensely difficult to assess the present mood in the schools.

Some black spokesmen have said that anger is rising again, while the South African Institute of Race Relations reports bitter frustration and discontent.

The fact that the per capita gap is still as wide as 10 to 1 is probably the greatest single cause of the bitter cynicism about the Government's proclaimed good intentions.

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Soviet Union

Military training fears as cold war grows

by Kenneth Shaw

Military planners are increasingly concerned about the lack of orientation in the training and education of young people reeling from the conditions of growing ideological conflict between East and West.

Surveys carried out among 18 to 21-year-olds in Moscow and the Baltic republics by the Institute of War History show that young Russians are mentally and physically unprepared for military service, and that they are not receiving the appropriate information about army service through the mass media and schools.

Although 58 per cent of 18 to 19-year-olds said they were ready and willing to serve, 34 per cent said they had no special interest in military matters. About four per cent were opposed to studying military strategy.

As they get older Soviet youngsters become disenchanted with military service. Furthermore, army service after university life impairs their sense of patriotism and military orientation.

The social class of parents is significant in teenagers' disposition to the army as a career. Soldiered parents, unless they have been officers or served in the Great Patriotic War themselves, do not advise their sons to become officers.

The Institute deplores the ignorance among Soviet youth about conditions in the modern army. Almost one in three of those questioned showed a lack of awareness of the opportunities for training and advancement.

Citing General M. V. Frunze, the Russian revolutionary general, who suggested that army discipline was due mainly to the sudden transition from civilian to military life, the Institute suggests that young conscripts must be psychologically prepared so as to reduce the period needed to adapt them for war service.

Reasons given for not liking the idea of military service included an unwillingness to obey orders (42 per cent of respondents), heavy physical demands (20 per cent), and fear of having to master complicated techniques (13 per cent).

Knowledge of what motivates Russians to become military sailors is still scanty, the Institute's report adds. The influence of the family and school on military patriotism and how to improve it in secondary and higher education need to be studied.

despite discrimination in the Australian education system. Mr Grassby said in a recent speech 70,000 Australians were now studying in the Italian language and this number would swell because of several factors.

These included: the 11 Italian language newspapers published in Australia, the 45 hours a week of Italian broadcasting on Australian radio stations, and more than 300 organisations dedicated to

Republic of Ireland

Northern Ireland migrants push up pupil numbers

by John Walshe

DUBLIN Migration of families from Northern Ireland could push the Republic's full-time school population up to one million within a year or two, according to an American professor who is currently working with the state's Economic and Social Research Institute.

A census conducted last April revealed that the Republic's population had risen by 387,000 over the eight-year period from 1971 to 1979. A proposed census in the intervening years was cancelled as an economy measure and the size of the increase caught many people by surprise.

The Central Statistics Office had stated that the natural increase accounted for 280,000 and the remainder 107,000 was due to immigration—a striking contrast to the long-standing pattern of net emigration.

But Professor Dale Tussing of Syracuse University believes that the immigration is probably cross-border migration, rather than from Great Britain.

Although he has no hard evidence he lists five pointers: "One personally knows many more people who moved from the six counties to the Republic in the 1970s than one knows persons who moved from Britain."

"Also the timelog is right: one would expect a flight of Northerners, especially families with children, to have begun around 1973. Nineteen seventy and 1971 would have been too early."

"We know that the Belfast population fell by about 20,000 between 1971 and 1978, and other areas in

the North may have declined as well. "Another reason is that British statistics show no significant net emigration from England and Wales during the period. That means that re-migration of Irish people from Britain would have required offsetting movements to England and Wales from elsewhere during the same period."

Finally, migration from the North is suggested by the way the Central Statistics Office has made its erroneous migration estimates. Records are kept of net passenger movements by air and sea, between the Republic and the rest of the world. Cross-border movements are not included. This method implicitly assumes that the relationship between cross-border and cross-channel migration is a stable one. The fact that this method produced an underestimate suggests that the relationship between cross-border and cross-channel movements changed—the former rising relative to the latter.

Professor Tussing is author of a report which predicts an explosion in pupil numbers and school costs in the Republic (see TES, June 9, 1978). He has made some preliminary revision of his pupil projections in the light of the census and says that the fiscal crisis threatened will be of a greater magnitude than he originally believed.

The crisis will be partly due to current population trends. Other factors will be the increasing bill for teachers' salaries, falling class sizes and rising standards of amenities in schools, a decline in the number and financial input of religious orders, and finally a decline in the "chalk and talk" component in Irish education with the decrease in technical component on its uprise.

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The cuts: 1

Austerity package: the second phase



Local authorities in England and Wales have budgeted for cuts of £260 million for the financial year which opened on April 1, 1980. This amounts to a reduction of about 3.7 per cent on the £7,000 million or so which l.e.s.s spent in the year just ended.

This is in line with the projection of spending on education by local authorities in the White Paper (Cmd. 7841) issued last week, which forecast local authority current spending on education at £6,676 million.

Because it takes the best part of 24 months to work out what local authorities actually spent

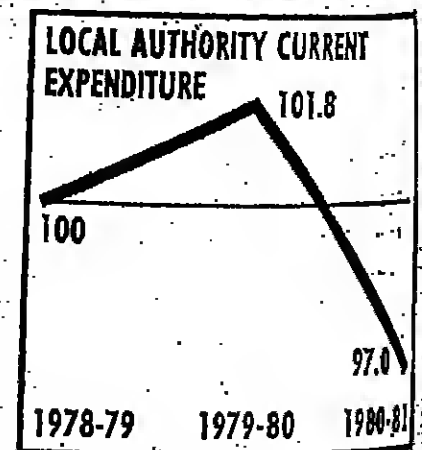
in any given year, Government statements relate cuts next year to spending last year. For instance, in November 1979 it was intended to cut l.e.s.s spending on education for 1980-81 to £250 million below the 1978-79 level.

Savings on school meals were then expected to account for some £200 million. Another £20 million was pencilled in for school transport charges. Insofar as the school transport charges will not now be levied and less cash may be raised by school meals rises, l.e.s.s have had to look elsewhere for savings.

The actual expenditure by

local authorities on education for 1979-80 may, of course, turn out to have been a bit more than £7,000 million. (Certainly at the time of "The TES" cuts survey last November it seemed that the £100 million which had been cut from 1979-80 spending plans at the Chancellor's request after his budget in June 1979, fell far short of the Government's demands.) To the extent that this is so, the present cuts of £260 million may still leave education spending above the Treasury's working figure.

In Scotland cuts and increases go side by side (in Orkney rates are down by one-third as a result of booming North Sea oil). Seven



authorities make cuts of £15.00 million, three budget for an increase of £10.9 million and one make no change.

County Councils:

£165.75m

County	1980-81	Rate Increase (per cent)
Avon	Standstill budget	
Bedfordshire	£1m (4.0 per cent) Revised up from £2.573m	15.5
Berkshire	£2.282m (2.6 per cent) Savings from transport to be reviewed 29 April	21
Buckinghamshire	£3.5m (3.5 per cent) Income from transport to contingency fund	25
Cambridgeshire	£3.3m (4.3 per cent) £500,000 was to come from transport to be reviewed 1 April	21.8
Cheshire	£4.2m (3.2 per cent) £647,000 was to come from transport	24.6
Cleveland	£1.8m (1.0 per cent) £79,000 was to come from transport, actual mean income could cover, to be reviewed in May-June	32.8
Clwyd	£1.5m (3.2 per cent)	25
Conwy	£2.5m (3.7 per cent)	21
Cumbria	£2.5m (3.7 per cent) £180,000 was to come from transport, to be reviewed 14 April, either cuts or increased charges	18
Derbyshire	£5.086m (4.0 per cent)	19.5
Devon	£3.6m (3.0 per cent)	19.8
Devon	£4.128m (4.5 per cent) Includes cuts from 1979-80	19
Dorset	£350,000 was to come from transport	
Durham	£2m (2.2 per cent) Over half of the £3.6m cut from 1978-79	21.6
Dyfed	£1.438m (1.8 per cent)	29
East Sussex	£2.75m (3.3 per cent) £750,000 cut from Brighton	20
Essex	£9.3m (4.0 per cent) Rejected transport charges to save £1m	12.7
Gloucestershire	£1.7m (2.4 per cent) £250,000 was to come from transport now will come from an extra 5p on meals from September	18
Gwent	£1.482m (1.5 per cent) for 1980-81 plus £1,497m remaining from 1979-80, total cut of 3.0 per cent from 1980-81 budget	19
Gwynedd	£1.229m (3.9 per cent) £300,000 was to come from transport to be reviewed 10 April either cuts or increased charges	18
Hampshire	£8.4m (4.7 per cent) £700,000 was to come from transport	25
Hartford and Worcester	£3.3m (4.1 per cent) Towards a target of £5.3m (6.6 per cent) £330,000 was to come from transport	21.8

Continued opposite



The cuts: 2

County councils (continued)

County	1980-81	Rate Increase (per cent)
Herefordshire	£7.26m (4.7 per cent) £550,000 was to come from transport; proposals include: cut in discretionary awards, meal charges to day pupils in residential special schools, two assistants in teachers' centres, etc.; decision 31 March	19.3
Humberdale	£2.028m (1.5 per cent)	31
Isle of Scilly	£5,000 (1.1 per cent) Out of a budget of £573,000	55 (St Mary's)
Isle of Wight	£463,000 (2.6 per cent) £30,000 was to come from transport	11.75
Kent	£10.6m (5.0 per cent) £1.6m was to come from transport	16.9
Lancashire	£7m (3.1 per cent) £913,000 was to come from transport; finance committee is being asked to meet shortfall	13.1
Lancashire	£5.73m (5.4 per cent)	20
Lancashire	£4m (5.0 per cent) Hoping to generate £2.343m income from meals (50p in April)	19.3
Leamington	£1.818m (2.1 per cent) Plus loss of committed growth of £802,000	20.1
Leamington	£1.6m (1.8 per cent) Saving £20,000 from transport within statutory requirement	19.7
Leamington	£4.6m (5.0 per cent)	21.4
Leamington	£7.2m (8.8 per cent) Revised up from £5.1m £533,000 was to come from transport to be reviewed April 14	18.3
Leamington	£3,026m saving from meals (55p in April)	
Leamington	£2.2m (5.0 per cent)	20
Leamington	£6.205m (4.1 per cent)	12.7
Leamington	£564,000 (1.0 per cent)	20.7
Leamington	£180,625 (1.0 per cent) Transport savings being reviewed	33.3
Leamington	£1.75m (3.2 per cent) £300,000 was to come from transport	26.7
Leamington	£2.13m (5.0 per cent)	23
Leamington	£2.3m (4.0 per cent)	13.2
Leamington	£9m (5.8 per cent) £800,000 was to come from transport	19.9
Leamington	£2.2m (2.0 per cent)	26
Leamington	£3.7m (2.5 per cent) £500,000 was to come from transport	19.9
Leamington	£4.3m (7.0 per cent) £300,000 was to come from transport To be reviewed April 18	25
Leamington	£3m (5.0 per cent)	23
Leamington	£1.25m (1.5 per cent)	16.7
Leamington	£3.716m (5.8 per cent)	27.1
Leamington	£1.229m (1.4 per cent)	16.5
Leamington	£1.072m (4.25 per cent) £40,000 was to come from transport Increased income from meals could cover	33
Leamington	£400,000 (2.6 per cent) Higher rates (target 18 per cent) rather than bigger cuts	22
Leamington	£1.4m (2.9 per cent)	32
Leamington	£2.075m (3.9 per cent)	27.2
Leamington	£1.1m (3.5 per cent) Over £20,000 was to come from cutting travel grants for 16-19s	18.4
Leamington	Less than £1m (3.5 per cent) Revised down from 5 per cent	27
Leamington	£2.9m (2.6 per cent) Revised from standstill budget	23.1
Leamington	£1.388m (4.0 per cent) Planned to rationalize transport, net charges	31
Leamington	Standstill budget Pay awards from central contingency plus increased income of £7m	16.1
Leamington	No cuts	50
Leamington	£7m (5.0 per cent) Revised from standstill budget	28
Leamington	£2.4m (4.0 per cent)	32.7
Leamington	£1.16m (3.5 per cent) Revised down from 5 per cent	25
Leamington	£1.0m (3.0 per cent) £26,000 was to come from transport To be reviewed March 31	18
Leamington	£1.018m (6.75 per cent) Revised up from 4.7 per cent	25.98
Leamington	Standstill budget Included increase for inflation	18.5
Leamington	£1.816m (4.6 per cent) Revised down from £2.255m	30.6
Leamington	£900,000 (2.4 per cent)	26.8
Leamington	£2m (4 per cent)	33.7
Leamington	£1.3m (2.9 per cent)	23.9
Leamington	£2.2m (2.7 per cent) Lower rates (target 80 per cent) Savings from transport being reviewed	40
Leamington	£450,000 (1.4 per cent)	21
Leamington	£2m (6.0 per cent) Revised up from 3 per cent	18.3
Leamington	£900,000 (3.5 per cent)	23.2
Leamington	No cuts Estimates pared down	21
Leamington	Standstill budget Maintaining teaching force until summer 1982 Extra 1p rate for maintenance (mainly educational)	27
Leamington	£1.5m (4.96 per cent) Two-thirds of 79-81 cut of £2.3m (7.6 per cent)	23
Leamington	£736,000 (1.53 per cent) One third of 79-81 cut of £2,036m (4.23 per cent)	16.4
Leamington	No cuts 38 per cent budget increase over 79-80	38
Leamington	£3.25m (6.0 per cent) Transport saving reduced to £100,000 as Bill proceeded	22
Leamington	Standstill budget Net increase of 28.3 per cent	44.2
Leamington	£980,000 (2.18 per cent) transport saving to be reviewed	23.4
Leamington	£734,000 (2.13 per cent)	19.4
Leamington	£1.05m (1.9 per cent) Transport saving to be reviewed 14 April	38.6
Leamington	£1.885m (5.0 per cent) Increased income from meals and transport to offset cuts; transport savings being reviewed	18
Leamington	£1.8m (3.5 per cent) Transport saving being reviewed	10.8
Leamington	£3.8m (7.3 per cent) Transport saving being reviewed	32.4
Leamington	Very small (about 1 per cent in real terms)	29
Leamington	£1.048m (2.5 per cent) Revised down from £1.325m	30
Leamington	£195,000 (less than 1 per cent) Revised down from £622,000; increased income from meals to offset	
Leamington	£1.3m (4.0 per cent) £12,000 was to come from transport	26
Leamington	£1.4m (3.5 per cent) £47,000 was to come from transport; no more cuts to cover it	18
Leamington	No cuts	40
Leamington	£1.466m (7.5 per cent)	23
Leamington	£1.133m (4 per cent)	23.7
Leamington	£2.4m (5 per cent)	34
Leamington	£1.6m (4 per cent)	19.8
Leamington	£1.839m (8.5 per cent)	19.75
Leamington	£828,000 (5 per cent) £35,000 was to come from transport	24
Leamington	£560,790 (0.91 per cent) Revised down from 4 per cent	42
Leamington	£21,444m (4.16 per cent) Revised down from 5 per cent; transport savings of £310,000 to be covered by increased meal charges	25.8

Scotland: £4.18m

County	1980-81	Rate Increase (per cent)
Borders	£447,770 (2.79 per cent)	39.5
Central	£1.1m (2.6 per cent)	20.4
Dumfries & Galloway	£890,000 (3.5 per cent)	24.4
Fife	Budget increase of £2.9m (plus 3.5 per cent)	37.5
Grampian	£3.2m (4.0 per cent)	18.6
Highland	£550,800 (1.7 per cent) Cut in staffing standards stopped, saving 20 secondary jobs	32.7
Lothian	Budget increase of £18.2m £13.8m for inflation £4.4m real increase (plus 3.8 per cent)	42.1
Orkney	Standstill budget Oil company agreed to increased rates permitting rate cuts for whole authority	31.5
Shetland Islands	Budget increase of £3.6m (42 per cent)	45
Strathclyde	£8.8m (2.7 per cent)	39.1
Tayside	Standstill budget	27
Western Isles	£90,000 (1.2 per cent) Rejected options of 3 per cent, 5 per cent and 7 per cent	35.5

London: £46.3m

County	1980-81	Rate Increase (per cent)
Barking	£500,000 (2.0 per cent) Revised down from £1.2m	28.4



A cartoon by Andrew Davis. A man with long hair and a beard, wearing a suit, stands next to a large sign that reads "ECONOMICS LESSONS 50p". The sign is surrounded by falling money. A small sign on the ground says "THANK YOU". The cartoon is signed "Andrew Davis" in the bottom right corner.

Axe falls on 10,500 jobs

By far the largest percentage of jobs lost will be in primary schools where the falling rolls are having

Meals Cooks to go as prices rise

Northampton plans to save £55,000 not remitting fees to students in the age of 18 instead of 19. It is the first to pay exam fees for students over 18 and to save £100,000. Moreover, the county intends to allocate £100,000 to

...three years' funding to the
... Literacy Unit last
... though at local level
... authorities are reducing pro-
... n. Leicestershire had proposed
... abolition of the adult literacy
... e, but its decision was mod-

rather than the next
education class fees were
used considerably to
of a big increase in
And in FE a

charges and the closing of schools. As a result all budget are being reduced. Officials had suggested pupils 10p each education committee changed to 10p per

Scotland, although the unemployment rate will be in the 10-12 per cent range. Within the £4.4m budget which the region has received, there will be an increase in real terms, but it has made savings, but it is in a press of priority.

152 pupils this year.
wage bill, pra-Clegg,
300,000 and there has
crease in the transport
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Continued on page 4

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Sir,—I am researching the subject of statues of the founders of charity schools. Many of these figures have disappeared from their original positions on the outside of the charity schools and information as to where they have been placed for safekeeping would be of great value. I should, indeed, be grateful to hear from schools which display such effigies.

BRYAN REED,
16 Mead Close,
Buxton,
Norfolk.


The 2nd year Junior class at St. Michael's School, Camden Town, and the teacher, Mrs. Susan Piddie, with part of the project on their shared culture.

This is the aim of Link-Up, which is sponsored by the Commission for Racial

Equality in consultation with teachers' organisations and local education authorities. We need the benefit of your experience - case histories which we can air in print and at a conference on Education for a Multicultural Society at Nottingham University in April.

Please write to us. What you say will be treated in confidence and will not be used without consulting you.

**Horace Leachley, Co-ordinator,
"Operation Link-Up", Elliot House,
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Link Up 

**The Commission for Racial Equality
in consultation with teachers' organisations
and local education authorities.**

Sports Diary

Every leap year, moral platitudes are trotted out concerning the Olympic Games: about the intervention of science in training, about drugs, about psychological programming. None of this should surprise anyone who takes the trouble to consider what the Games are for.

As I said last year in an outrageous book, *Playing on their Nerves*, sport is an experiment to find out what happens to human ability in extremes. By competitive laws, financial incentives or government cajolery, sports subjects are exposed to stress as much as they can withstand. There is nothing "gamesy" about it.

This is why, in spite of Baron de Coubertin, there will always be Olympic winners, Olympic medals, Olympic podiums and nasty little grub Street hacks to lynchist states who "fail". You don't believe me? Well, the Olympics tend towards a logical conclusion. Why not take a leap of the imagination with me, and have a look at the centennial Games.

Dating July 12, 1996, Tehran. News from the Olympic village, Tehran, in these Centenary Games, once again spells disaster for Britain's fading hopes of a bronze. Not since the Olympics were revived by Baron de Coubertin in 1896 have we had it so bad.

Today 23-year-old Sid Struggler, of the Salford University Bio-mechanical team, fell in the 3,000m hurdles and Norma Normal, one of the few remaining British athletes still refusing to take the anabolic steroids administered by the IOC, was unable to improve on his previous best of 0.01m in the lead-footed hurdle event.

Normal was upset after being threatened with disqualification by an East German medical official for providing a doped urine sample. Said Norma: "I'm taking the vitamin B₁₂ shots, the hormone shots and the leucic acid solvent. What more do they want?"

The tragedy of Norma's erratic performances in these games has highlighted many of the problems facing the British Olympic Committee, since rule changes approved



Olympics 1996—for addicts only

By Angela Patmore

by the IOC Spartacist Commission. The British Olympic Committee, since rule changes approved

embodied across his chest. Bigover has a big chest. United States Olympic Committee, since rule changes approved

leaped and died from strychnine and amphetamine poisoning, seriously damaging their equipment. Sold a

British athletes sponsored by the leading chemical companies have naturally escaped censure. But some of our top track and field stars have failed to show up at any of Britain's mobile "blood-doping" units, after being told they would be required to stand in a centrifuge while their haemoglobin was separated out for reinjection. Sold 25-stone shot-putter Brian Bulkhead: "I'm not spinning round in any *** centrifuge for any *** sports scientist."

In protest at British athletes' "relaxed attitude", many of their fellow-compatriots here in Tehran have taken to wearing "coiled" T-shirts on the "winners'-podium". And Soviet weightlifter and triple gold medalist Igor Bigover, who has 12 Turnbul cephalus before "chops", stood on the podium yesterday with the words "Baron Pierre de Coubertin was a Capitalist Spas-

Chairman of the British Olympic Committee, Lord Olivier, told reporters: "I dare do all that may become a man; who dares do more is none." Lord Olivier had expressed Britain's concern to the Spartacist Commission over the controversial "Rule 57, clause 12", which states that, in the endurance sports, "cardiac arrest will not in itself be considered sufficient justification for failure to complete the course". And that competitors must carry resuscitation packs for the latter stages of the punishing cliff-face cycle race.

This clause was introduced at the last Olympics after 25 cyclists col-

leaped and died from strychnine and amphetamine poisoning, seriously damaging their equipment. Sold a

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Put health education into core

The council wants to make "no-nonsense" health education a compulsory part of the curriculum for all pupils from Year 1 to 11. The council wants to make "no-nonsense" health education a compulsory part of the curriculum for all pupils from Year 1 to 11. The council wants to make "no-nonsense" health education a compulsory part of the curriculum for all pupils from Year 1 to 11.

In its reaction to the Government's "framework" plan to reach a consensus on the key elements of the school curriculum, the council says it does not want health education to be a new subject on the timetable. But the Secretary of State should recommend a formal programme of personal and social education in secondary schools for 11 to 16-year-olds.

World school championships

by Stanley Levenson

The world school championships are to be held in Bristol next week.

There and possibly Bristol's Olympic champion ice skater Robin Cousins will also be present. Mr Hector Monro, the minister responsible for sport, is to attend on Friday.

Known for its educational excellence, it is supporting this venture within the county boundaries.

Speedway School's experience in recent years will make next week's task somewhat lighter.

The tournament is under the aegis of both the English Schools' Volleyball Association and the International School Sports Federation.

whose major principles are that of the physical, intellectual, mental and social development of all pupils is the most important objective of school sport.

Council to measure distance travelled

Suffolk education committee is to measure the distance children travel to school.

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sky claimed she had been forced to shave off her moustache in a spoon in the water. (Last year, an entire East German girl walked out after being asked to shave their chests.)

"It is wrong to interfere with personal parts", said Andropov, which is why not even from the Soviet side, to the IOC.

Competitors for the 500m freestyle broke a sign of relief in the Soviet and East German failed to show up. "Of course we pleased", said British coach David Wille at the poolside. One of the navvies (East German) who threatened to take me to the cleaners here last week for a comment I made about their "sex-ballooning".

"Ballooning" the dubious practice of filling swimmers' large testicles with air through the anal canal to give them greater buoyancy, has in fact been known since 1978, when a doctor actually made a harmful error is known, no possibility of objective control exists.

Swimming has been one of the more fraught sports at these teeny Olympics, since an IOC ruling on so-called "sex-shift" competitors lining up by the poolside for their testosterone shots.

henceforth, for the purpose of international competition, swimmers wearing full bathing costumes shall be known as females, and those wearing trunks only shall be known as males. Said Wille: "This has upset a lot of the swimmers. They don't know whether they're coming or going."

What would Baron de Coubertin have made of these Centenary Games? Sponsored athletes, similar to the point of departure in track suits labelled "At-Rockits" and "Beasda". Japanese marathon men trotted out of radar checks to receive micro-transmitters implanted in their spinal columns.

Soviet gymnasts like Zina Novitskaya, over-the-hill at 13 despite her brackish drug regimen, had an encephalitis and adrenergic system to tiny team-mates to calm them down or psych them up. And the hypnotist lug heavy distances about to take wave readings of competitors prior to their event.

Swedish team sprinter Björn Svendsen explained: "In 3600 BC, the ancient Greeks were popping seeds, Roman chariot races gave their horses 'hydromin' to go faster. What's new? Sport has always given the human organism a push to see how far it will go. Models will do it; money, drugs, hormones, anything will do it. We're just a little more sophisticated these days."

And with that he returned to a wide-eyed sprinter, having his legs tuned in.

Published by Hutchinson (1980)

Chivers leads the Albion team on sponsored coaching

Payers from Brighton and Hove Albion team have been given coaching sessions to about 400 young people from 22 local schools, thanks to the work of former England centre, Ma Chivers and sportsman ship by Wetness.

Ma Chivers, who has been the link between the club and school for the past two years, also played with him to each school where third and fourth year boys are taught the basic skills of the game.

He stressed: "Just as important is that we discourage boys from showing dissent, which is a thing I can't stand. When I started my career, 17 years ago to be shown the red or yellow card was frowned upon. Now, unfortunately, it's become part of the game."

Mr Tony Gears, Secretary of Brighton and Hove School Football Association, has been involved in the scheme, described it as a "qualified success" among the "It's helped instil some discipline into them."

Reconciling the differences

community nurseries represent the latest attempt to bridge the pre-school gap between day nurseries and nursery schools and classes. Helen Penn reports

recent threats to nursery education obscured the fact that the most dramatic developments in pre-school education are taking place outside the formal education system.

These are the community nurseries, many centres and workplace nurseries were set up in the wake of Urban Renewal and inner city funding. They are administered by education nor health service departments, but are fully state-funded. They tend to be during working hours, and to offer full-time and sessional care on a commitment basis, to a wide group of children, in some cases aged from one to five.

They have been heralded by a series of white papers—the TUC charter for day nurseries, the equal opportunity for women to work, but what about the 1976 and the Central Policy Review Unit's "Think Tank" report Services for Young Children with Working Mothers.

The new type of nurseries which have been set up in the wake of Urban Renewal and inner city funding. They are administered by education nor health service departments, but are fully state-funded. They tend to be during working hours, and to offer full-time and sessional care on a commitment basis, to a wide group of children, in some cases aged from one to five.

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Teacher, parent, nursery nurse—who should care for the pre-school child?

Terry Williams

non-professionals in its management?

The 15 or so nursery centres which were specifically set up by local authorities under Urban Aid, as joint planning exercises between social services and education, have made the uneasy compromise of employing nursery nurses, who traditionally staff day nurseries, alongside nursery teachers. But the conditions of service of teachers and nursery nurses are very different.

Teachers are relatively well paid, work short hours, and have long holidays. Nursery nurses are poorly paid, work long hours on shifts, and have short holidays. In situations where they work together, there is inevitably resentment.

The more independently run community and workplace nurseries have tended to solve the problem by offering identical conditions of service to all staff working in the nursery. However, nursery teachers feel undervalued, and consider their rights eroded.

NUPE, the union which represents nursery nurses, has long concerned itself with their training and conditions of service. For the past 18 months it has funded a working party, convened by the London Nursery Campaign, to look into the issue of what qualifications for those looking after and educating young children. Members of the working party included academics, researchers and administrators, as well as members from NUPE, NATFHE, NUS and NNEB students.

The starting point of the enquiry has been the NNEB certificate, since it is the only qualification available which nominally provides an all-round training for those working with young children. The certificate is awarded by the Nursery Nurse Examination Board, which is a private charity founded in 1945, as an amalgamation of several smaller charities, many of which were set up to train nannies.

The board is a self-selected, self-perpetuating committee, without any statutory representation, either from government or unions, and has a skeleton staff. NNEB students take a two-year qualifying course, usually in a further education college. The course includes practical experience in a wide variety of pre-school settings.

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enquiry team, which is currently asking for submissions and evidence.

The other main form of training for those who want to work with young children is nursery teaching. Nursery teachers are the elite among those who work with young children. Child care is a low status occupation, involving or employing women almost exclusively.

In this context, nursery teachers are privileged, and not without reason, the NUT has been the only participatory union to refuse to adopt the TUC Under Fives Charter, and to demand from the working party report which preceded it. But the content of nursery teacher training is narrow, and falls short of the wider experience and social content of NNEB training.

There are forms of training available, voluntary and semi-professional, but offering arbitrary qualifications, based on attendance only. These are the various pre-school playgroup courses, set up by local PPA branches, and usually run in local colleges and adult education institutes, on a very part-time basis indeed, over short periods of a term or a year; and the childminder courses, which are usually run by the local social services department responsible for registration, and are still more part-time and ad hoc.

Some colleges have attempted to run diploma courses, either multidisciplinary, like that at Whitelands College, or postgraduate child development courses. However, they tend to take nursery education, with all its drawbacks, as a basis for still more professional training, and have tended to dismiss the underpinnings as irrelevant to the discussion.

The LNC working party, which is due to publish its findings shortly, has recommended building on the NNEB certificate as a basic training unit (although the board has so far about itself to be extremely sensitive to any new proposals) but suggests locating the certificate within a structure like that operated by the Technical Education Council (TEC), which runs a flexible credit system.

Students can accumulate units at their own pace, ending up with a fairly sophisticated qualification. This suggestion would be one or two units for childminders and playgroup workers, to 12 units for the equivalent to the NNEB, eventually leading up to a CNAA degree in early childhood studies, which would have the same employment status as a BEd.

The advantages of such a scheme would be its flexibility—mixed modes of attendance, full- and part-time day and block release; the possibility of entering the scheme at varying levels with varying qualifications, theoretical and practical; and accreditation for entry into other further or higher educational courses. In other words, a ladder of training opportunities which could be specifically related to different jobs, but one which maintains the recognition of a core of skills and knowledge required of all those working with young children.

Some rationalization of training for "under fives workers" is clearly necessary, since it underlines any attempt to rationalize provision. Only 18 per cent of children under five attend nursery classes. Most children, if they receive any at all, receive some other kind of pre-school experience.

A three-year-old, for example, depending where he or she lives, might go to a nursery school, where they are in the charge of trained teachers; or to a day nursery, where they are in the charge of nursery nurses; or to a playgroup, where they are usually looked after by other mothers, who have had a minimum of training; or to a childminder, who generally is not trained at all.

The quality of care and education—and the amount paid—will be very different in each case. Responsibility for provision is split between DES and DHSS, and local authorities vary enormously in the level of their services.

No coherent policy for young children has ever been planned, organized or financed, and the low political priority of this area renders it particularly vulnerable to cutbacks. It would be a great pity if defending nursery classes was the focus of the pre-school lobby.

Helen Penn is a member of the London Nursery Campaign.

Where the wild men are

Have teachers in primary schools really been neglecting 'the basics'? Do the newer styles of teaching result in children wasting their time? Research published this week suggests that much of the recent public debate has been conducted without reference to the reality of classroom life. Maurice Galton and Brian Simon summarise the results of their research team's classroom observations

The main findings of the ORACLE research into primary education give the lie to much of the rhetoric that has been devoted to this issue over the last decade.

Initiated by the Black Papers but fuelled by the Tyndale affair, the critique of modern methods in the primary school culminated in May, 1976, with the massive exposé recorded to Neville Bennett's *Teaching Styles and Pupil Progress*. This, presented as a condemnation of "progressive" as compared with "traditional" methods, was followed in October by James Callaghan's Ruskin College speech, which warned against the use of modern methods in the primary school.

In November *The Times* launched editorially against "the wild men of the classroom", comparing these with trade union disrupters. By this time the whole issue of primary school teaching had become thoroughly politicized. A general picture had gained credence of way-out teachers failing to control their pupils, who wasted their time in irrelevant and unstructured activities.

ORACLE was planned before this movement got under way. Its main concern was to discover what new forms of teaching and classroom organisation were coming into being as a result of the rapid swing towards unteaching in primary schools which took place in the mid to late 1960s. Its long-term interest is to throw light on the relative effectiveness of different teaching styles for learning by different types of pupils in different subject areas.

The main, and relatively new, technique used is prolonged and systematic observation of both pupils and teachers as they go about their tasks in formal teaching sessions. Inside the Primary School, the first of several volumes planned, focuses activities in the 58 classrooms studied over a single year (1976-77). The children studied were aged 5-10; later volumes will focus on their move from junior and middle to secondary school.

First, what of the charge of anarchy and wasted time? The research team found the precise opposite in the sample classrooms. The "typical" (or average) pupil in the sample was found to be fully engaged and cooperating on his task (one approved by the teacher) for well over half his time in the normal teaching/learning sessions.

In addition, his was "fully involved and concentrated on his task" (that is, he was not daydreaming or doing anything else). For three-quarters of normal lesson time the "typical" pupil was, therefore, in one way or another, engaged on the task in hand.

This represents a high work rate: few adults reach this level. The general conclusion, then, is that the degree of involvement on approved tasks is high in the classroom observed. The empirical evidence in no way supports the generalized charges made on this issue.

The second main finding relevant here concerns the curriculum. There has, it was widely claimed, been a serious neglect of "the basics" in the primary school in favour of "creative" activities, discovery learning and the like. How far does our evidence bear this out?

A reconstruction of the curriculum

was possible, since at every behaviour coding on the schedules (at twenty-five second intervals) the observers also coded the curriculum area on which the pupil or teacher was engaged. It was found that the "basic skills" form the major component of the curriculum, now as in the past.

Roughly one-third of the "typical" pupil's time in the ORACLE classroom was spent on skills relating to literacy,

'We found, with the HMI survey, a heavy concentration on the basic skills'

one-third to numeracy, while the remaining third was spent on "general studies", including topic and project work, science (four per cent only) and art and crafts. In other words we found, with the recent HMI primary survey, a heavy concentration on the basic skills. Once again the ORACLE evidence gives no support whatever to the generalized charges levelled at the schools.

One other set of findings, which may have important educational implications, may be mentioned. Children spent most of their time (in the ORACLE classrooms) working individually, on their own, interacting with no one, neither their teacher nor other pupils.

At any given moment there is probably a buzz of conversation and some mobility, but this is by a changing minority of pupils. The teacher, on the other hand, is normally extremely active, but her interactions are largely individualized; the "typical" pupil interacts directly with the teacher for a very small proportion of the time.

Individualization, both of work and of teacher attention, is the primary mode used. There is some group work and some class teaching, as we shall see, and teachers vary in the use they make of these organizational forms. But overall, individualization is dominant.

These findings were derived from average use made by teachers of the various interaction categories of the observation schedules. This disguises considerable variation in the teachers' behaviour. The use of cluster analysis was used to group teachers whose behaviour differed from each other. This yielded three main styles.

Style 1 teachers interacted mainly with individual children. But, well below the ideal, they were mostly in giving pupils facts and information, telling them what to do, and working silently. The pressure on the teacher was such that there was little time to engage in conversation or discussion about the children's mistakes. The particular aspect of behaviour led to a group of teachers being called "monitors".

Style 2 teachers spent nearly all of their time teaching the class as a whole. The time saved in this way enabled them to engage in "higher order" interactions—that is, to introduce more thought-provoking or enquiry-based questions and statements into the lesson. These teachers spent less time telling pupils what to do, and gave more verbal feedback. Their emphasis



of "higher order" interactions, indicative of a discovery approach, led to a group of teachers being called "class enquirers". Style 3 teachers maximized the use of group work. However, whereas Plowden recommended group work as a means of stimulating children to participate in the learning and thrust of debate, these teachers were all extremely directive. When with the group, they spent the time telling pupils what to do or giving them information and routine instructions. Consequently, they were named group monitors.

Half the sample were found in the third style, named style changers, which appeared to be a mixture of the other three in terms of organization.

They were therefore subdivided into three further groups.

Style 4a made infrequent changes between class and individualized approaches. They worked even harder than the typical teacher, some of them interacting with children for 90 per cent of lesson time. They made more use of questioning than any other style and were associated, like the class enquirers, with the use of "higher order" interactions. These teachers were known as infrequent changers.

Style 4b, the rotating changers, moved children in groups from one curriculum topic to another. Alternatively, in open-plan areas, children remained at the same table but exchanged their mathematics books for English ones. This system was accompanied by a high level of instructions on routine (or management) affairs, direction giving and disciplinary control.

The final group of teachers, 25 per cent of the sample, were habitual changers. They changed their organization regularly, often, it seemed, in an attempt to regain control of the class. This group had the lowest levels of verbal interaction with children.

These results clearly call into question the relevance of the accepted distinction between "traditional" and "progressive" teaching. Generally we found the situation to be a great deal more complex than is assumed in the over-simplified categories which have dominated discussion to date. For example, it was found that thought-provoking (or "higher order") questions and statements were used most in whole-class teaching. In individualized settings, on the other hand, the teacher's interactions were overwhelmingly didactic or managerial.

A similar analysis of pupil behaviour yielded four different types. Type 1 were attention seekers. These pupils succeeded in gaining more individual attention from the teacher than other pupils. They did this either by bringing out work, or by drawing attention to themselves so that the teacher called them out.

Type 2 pupils, to contrast, avoided the teacher. Conversely, they had more contacts with other pupils, but much of the conversation was not about work. These pupils were intermittent workers, who spent around 20 per cent of the day chatting to their nearest neighbours, while still meeting their work targets.

Type 3 pupils were model ones, if the teacher's main aim was to achieve a silent, easily managed classroom. They were solitary workers who rarely interacted either with the teacher or with other children. Their main contact with the teacher was as part of a class audi-

'Group work was found to be used largely as an organisational device, and not as a teaching strategy'

ence, where they preferred to listen to others contributing. At other times they would get on with their work on their own.

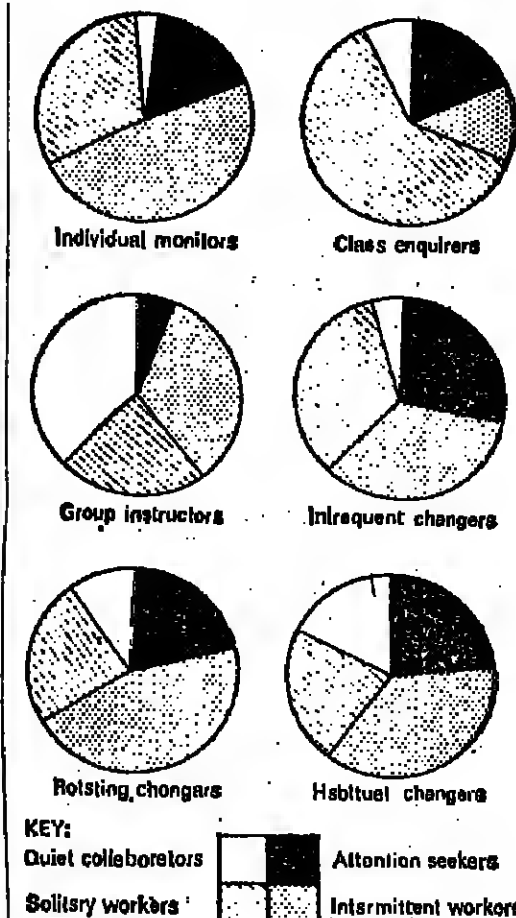
Type 4 were quiet collaborators. They received most of their teacher's contact as part of a small group of pupils. However, when the teacher left the group, these children behaved like solitary workers. They rarely talked among themselves, limiting their interactions to exchanging materials or borrowing rubbers and pens.

The distribution of the pupil types when taught by each teaching style shows some remarkable differences (see Figure). Nearly two thirds of the children taught by class enquirers are solitary workers. The group instructors have the largest number of quiet collaborators, as might be expected. Infrequent changers have the greatest number of attention seekers. The individual monitors, rotating changers and habitual changers have above average numbers of intermittent workers.

Perhaps significantly, these latter three groups also have the youngest teachers in the sample. These three styles present a picture of teachers working under considerable pressure, in relatively large-sized classes. In the other three styles teachers appear to exert a more positive influence over pupil behaviour, increasing contact time through the use of group or class work.

The effectiveness of these different interaction patterns, or styles, will be examined in a subsequent volume. Even without data on pupil progress, there seems reason to question the current emphasis on the use of an individualized approach, particularly among new teachers.

In the individualized classroom, with an average of thirty pupils, it seems that teachers do not have the time to engage in prolonged guiding or educative inter-



Distribution of pupil types across teaching styles

actions, either with individuals or with groups of pupils. Their major objective must be to ensure that each pupil is productively engaged on his task. This is a complex management problem in itself.

One way of overcoming this would be to use more class teaching and group work, so increasing the level of teacher-pupil interaction. In Scandinavian countries, where the average class size rarely exceeds 20, class teaching is still part of the standard repertoire.

It is in the study of group work, however, that the ORACLE research is most illuminating.

Group work in our classrooms was found to be used largely as an organizational device, and not as a teaching strategy. There was little co-operative working, since the work was largely individualized, though seated in groups, the pupils normally worked on their own. When the teacher did have contact with the group she was more likely to tell a child, or the group as a whole, what to do, than to engage him in probing questioning designed to stimulate conversation.

Mixed sex groups also militate against cooperative working, since boys rarely talk to girls; and vice-versa. This seems to raise important issues relating to the planning and structuring of group work in primary schools.

The teaching patterns emerging from this study suggest not only that many of the criticisms of the Black Paper writers are wide of the mark, but also that the analysis on which they are based is far too simplistic. At the same time it would appear that the primary revolution advocated by Plowden has yet to happen.

Our analysis reveals a picture of teachers working conscientiously but often under considerable pressure, because the demands made upon them are unrealistic. Those seeking to change existing primary practice would do well to take such factors into account.

Maurice Galton is senior lecturer in education, and Brian Simon professor of education, at the School of Education, University of Leicester. They are co-directors of the Observational Research and Classroom Learning Evaluation (ORACLE) project. The first volume resulting from their study, Inside the Primary Classroom, by Maurice Galton, Brian Simon and Paul Croll, was published yesterday by Routledge & Kegan Paul (£8.95; paperback £4.95), and will be reviewed shortly in the TES by Michael Armstrong.

Children spend most of their time working on their own, interacting neither with their teacher nor other pupils

arts

DO NOT WRITE IN THESE SPACES

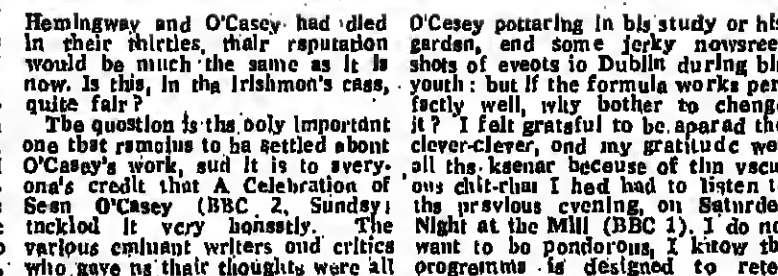
For the year 1978-79 the Arts Council's total allocations added up to £50,600,000. Out of this, music and dance received 11 per cent—£5,280,500. This goes to support opera, orchestras, The Contemporary Music Network, numerous educational projects, recordings of music by British composers, bursaries

First, without any hesitation, comes contemporary music. "If I could make it more widely accepted, more widely performed, if we could solve its financial problems not by extra grants but by doubling audiences; if I felt that, in 10 years' time, the presence of one contemporary work in a programme didn't cut down box office figures, then I should be very happy indeed." He sees a place for both mixed-bag and specialist concerts: "there's a place for conversational and a place for making sure the converted stay

Softly spoken but confident, he is drawn into a careless or momentary generalization, or to offer advice on the arts. The Arts Council's new music director, "I can't wait to get going," he says, "musicians are my favorite people!" It's good to know it.

It was reminded of all this by two programmes in last week's television. First, the concluding instalment of *Thérèse Raquin* (BBC 2), a grimly claustrophobic setting—the scene always played in the same room, this time a shop and stuffy living quarters, within the living quarters—the favouring passion, then the overboard used to kill, finally the understandable shared secret—was not transferred to this screen, and I had only succeeded in conveying the kind of soil it was in, in which the characters went about their domestic murder tool routine, matching up to the aim of social analysis which Zola set himself. And performances were flawed.

Source: *U.S. Census Bureau, Bureau of Economic Analysis, "Gross Domestic Product by State, 1997-2000,"* <http://www.bea.gov/states/gdp>.



Next week, after all this heavy-weight stuff, I hope to discuss a few comedy programmes, and to give morsels of a showing to ITV, which I see I have ignored this week; pure chance, really.

For the issue which he faces up to — now and then but from beginning to end of his work ending this main issue of much

[illegible]

There is a nice balance, too, of principal roles while the ancillary chorus, *Nope's* Flindell, can easily accommodate particularly refreshing volunteer. Particularly refreshing is the absence of any ethnic, age or gender restrictions. Pupils and staff obviously had a field-day with costumes and make-up; but on the production side one could have wished for more individual characterization among the animals. While *The Great Angel Bazaar* was, in much a tailor-made affair, *Animals Farm—the Musical* had potential beyond the conditions for which it was conceived. It would be pity indeed if further copyright infringement caused it to sink into

The Training (Junior) Orchestra and Junior vocal soloists, led by conductor Maxwell Fryce's imaginative arrangement of Paganini's music from the *Magic Flute*, while the Symphony Orchestra's modern interpretation of the Finale from Tchaikovsky's Second Symphony. As with their previous sojourn to the South Bank in last July's edition of the festival, the orchestra's new work for the occasion: Do not go gentle into that good night (Dylan

Behind school opera is not, of course, a new idea for it has a history stretching back to Purcell's *Dido and Aeneas*. But it does need a composer who must try to fire the pupils' imagination while keeping the music fairly simple and yet must still produce a worthwhile record for posterity. I don't know how to reconcile these demands: The Death of Baldr is more effective in performance while not being beyond the limitations of the pupils' own musical understanding, modus, musical ability. The composer has even managed to involve

Southampton will be the scene of a minor Edinburgh-style festival between April 30 and May 10 when the 25th National Student Drama Festival takes place there at the Nuffield Theatre and various other centres in the town. Besides the 17 student finalists companies, selected from 50 entries, other performances will be given by groups with a history of excellence in the field, including the National Student Theatre Company; there will be workshops taken by Tringells Scales, Timothy West and Bill Bryden among others, a version of *The Happy Prince* and *Other Stories* will be presented for the benefit of the Arts Theatre; there will be a co-educating competition and, on April 13, there will be a reunion for former "graduate stars" some of whom have become luminous names in the professional theatre. Festival judges are James Fenton of *The Sunday Times* (sponsors of the event), Bryan Lizardo of *Southampton Echo* and Martin Jankowski of *South West* will preside, as will the family members, there will be two new ones this year: the Silver Jubilee Award for the most exciting production and the Silver Beagle Award for an outstanding performance in a classic.

there will be a coarser-acting competition and, on April 13, there will be a reunion for "festival" graduates" some of whom have become luminous names in the professional theatre. Festival judges are James Panton of *The Sunday Times* (sponsors of the event), Bryan Isard of *Saturday TV* and Martin Jenkins of *London BBC radio* (both of whom are in the familiar wards, there will be two new ones this year: the *Silver Jubilee Award* for the most exciting production and the *Silver Beel Award* for an outstanding performance in a classic).

Frances Farrer looks at circuses in the light of the recent season at Riverside Studios

impression left by Rivera's
masson of excellent films—and
very many more—is that the
cannot be conveyed at second
it has inspired all sorts of
need all sorts of treatment, but
a blend of danger, fear,
and sheer hand work is
elusive. Live performers
Miss Chaplin and Mr. Thierce
let its vulgarity and thereby
sur. Whether the circus dis-
economics or spathy it will be
dered, but it will have inspired
most incredible range of

And, in fact, it proved to be so. It has been one of the most successful ventures for some time. The "Mystery" was freely and perfectly adapted, turned out perfectly. In what other medium could God create Heaven and Hell in six days with perfect consistency? The awe of the angels was the same as the verse "and a clear mental picture of the island" between the angels and emerging from nothing in the act of creation, or entire physical common was truly brought to mind to plain the listening mind throughout the rest of the play.

It is a story of God's relations with man—was full of action, snatches of humor and moral and cracking pace. As he has

BURKE's verse—a couplet rhymes a couplet and four-line stanza—accomplished and lively, now and then rising to poetic heights and sometimes descending to splendidly dreadful puns. One imagines that its use is rather more sophisticated than that of the original. It often has a well-mocking effect.

One would imagine, too, that radio productions are a great deal smoother and more graceful than were those of the Guild performers, with the exception of Jeffrey as Lucifer and all the rest of the cast as people, angels, devils and animals surely surpassing the efforts of the cooper, lantern carriers of the fifteenth century. This seems a reason, not for complaint but hearty congratulation.

Bill Wadsworth

The *Sociology of Education* is the third (comprehensive and revised and updated) edition of the well-known and highly respected, well-regulated textbook. Dr Muir has mustered an enormous amount of knowledge, much of it from very recent texts, to produce a well-balanced and coherent account of the various stages of the art, or as he would prefer, science. It guides the reader through the complex web of interrelations of forces which affect the world of education on inhabited planets: teachers and pupils, parents, the State, the centre of knowledge and examines how, and how far, the teacher becomes involved in a widening society which, in the modern world, is a social science, including the school. In the second part of the book, Dr Muir

"emile huminity and... solely as fuses questions." Frank Mugrove's personal equities. The more prestigious the authority, the more likely it is to be denounced.

Glass's famous social mobility survey of 1939, one of the cornerstones of British sociology and fundamental to the model for the recent report by A. H. Halsey and his colleagues, "has done incalculable harm," Jackson and Merdssee's "considered and the Working Class" because its conclusions are belied by the supporting evidence. Bernstein's distortion between "elaborated" and "restricted" linguistic codes is "one of a 'hysterical analysis of class' and has helped to create a false consciousness of class

distillings of the mind and that some such," highly pragmatic gentry culture "is just what is going to be needed to ensure our survival in a post industrial state."

Previously Frank Mugrove's stings and scorpions have had the power to draw out yelps of surprised recognition of hitherto unperceived truths. It is difficult to see how he could do so now. He must move more than an extended stride against educational sociologists ("people of modest talents on the make") whose teachings have led, inter alia, to the kind of tragedy comedy which was the subject of his Lyndale School. It is too studied, too weighty, too expensive, to be as extended and bitter in-joke — isn't it?

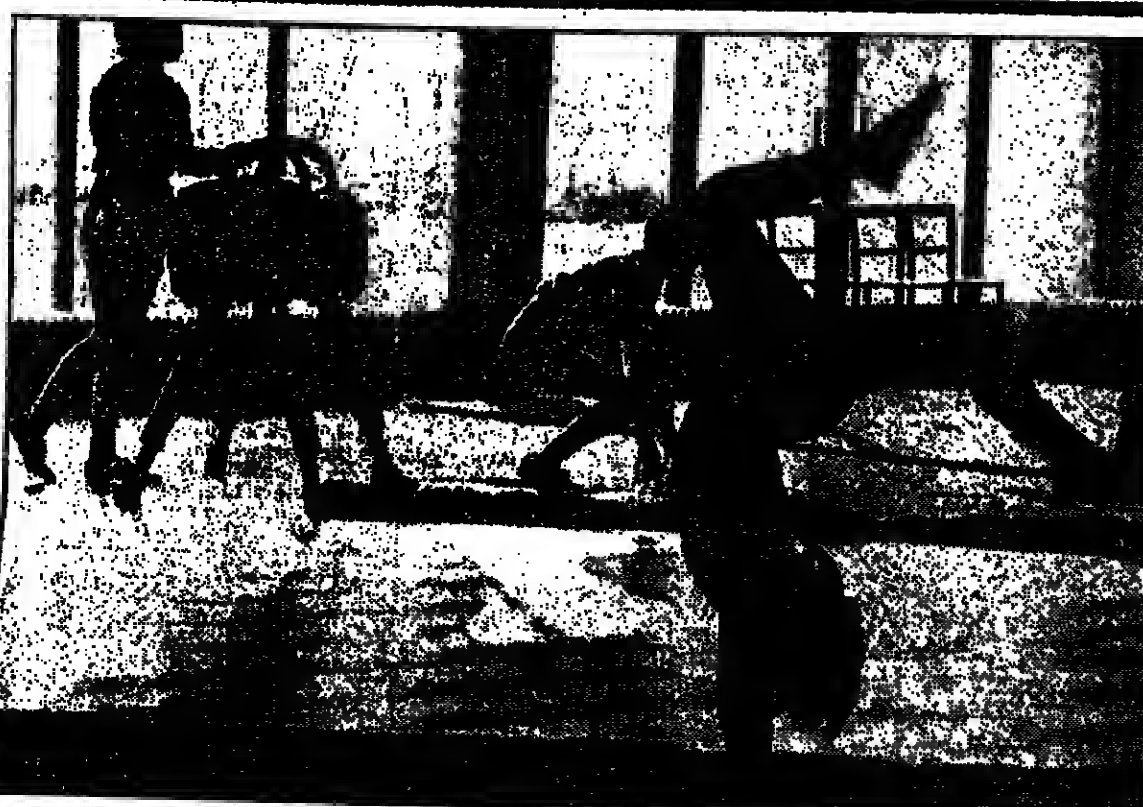
Longman York Press

A fillip to modern history teaching can be gained by a visit to the new gallery at the National Portrait Gallery. The small gallery devoted to the First World War centres on Sergeant's big paintings of all the generals, suitably staid in khaki and moustaches. A small section devoted to war poets and illustrated by their poems as well as their sensitive faces, adds a dimension of individual pathos to the harsh listing of battles and trenches on the opposing walls. Reproductions of the newspapers of the day and their simple and true propaganda remind the viewer that the *Glorious* poster was being told to think the poster what perhaps he really felt.

David Buck's three-part adaptation for Radio 3: *(The Image of God)*, 13 March, 20 March, 27 March, 3 pm. Without all the discomforts of open-air theatre and the disadvantage of viewing supernatural beings "in the flesh", one might, it seemed, gain access to what is enjoyable and enduring in the Mysterium plays.

And, in fact, it proved to be so. The series has been one of the most successful radio ventures for some time. "Mysterium's", freely and radio perfectly, in other words, could God create heaven and earth in six days with perfect simplicity? The awe of the angels was revealed by the listener as the verse recited a clear mental picture of the "Isaiah" emerging from Heaven and Hell, emerging from nothing. In the scene of "creation" the theological cosmos was truly brought into being, to rem oldin the last-minute throughout the rest of the Mysterium story.

The story of God's relations with man—full of action, emotion and human feeling—was



Gymnastics enthusiasts—at school the foundations for a lifetime of healthy exercise may be laid.

DO WE REALLY VALUE EXERCISE?

By Adrienne Hardmann and Leonard Almond

"A strong association has been demonstrated between high levels of physical activity and a reduced incidence of coronary heart disease," Professor Peter Panter's report to the Sports Council, the Case for Exercise, includes this definitive statement and cites evidence to convince even the sceptics that inactivity is a significant risk factor in coronary heart disease, the foremost cause of death in industrialized nations in the United Kingdom.

The 1976 report of the Royal College of Physicians and the British Cardiac Society also concludes that there is sufficient evidence to justify great concern about the sedentary life in relation to coronary heart

disease, demonstrating the medical profession's endorsement of the health benefits of regular exercise.

As evidence mounts, so too does the commitment to exercise in the health care system. However, this approach to the prevention of coronary heart disease, although clearly worthwhile, can be seen as remedial: one is upsurge of interest among the young, despite the fact that activity levels throughout the years of growth have been declining. Obesity has been linked to childhood nutrition, adult health problems and capacity for physical work may be linked to sedentary lifestyles in childhood. The plasticity of the body is greatest during growth, particularly during adolescence, a key period of ontogenic change, and it is most vulnerable to disease, poor nutrition and, probably, lack of physical activity.

"The effects of exercise on structural growth are difficult to identify, requiring longitudinal study, but a series of reviews (Rieck, ed. 1978) delved deeply into the topic, concluding that certain amount of physical activity is necessary to support normal structural growth. Bright mineralization of bone, increasing muscle mass and increasing body mass at the expense of fat, whereas interruption of training causes decreases in body weight, largely fat, resulting from metabolic adaptations in adipose and muscular tissue.

Skeletal muscle may be particularly responsive to environmental factors, such as exercise, as cell division underpins growth, and the structural and physiological limitations to the working capacity of the adult are laid down during growth and it may not be possible to regain later in life what is neglected during the adolescent years.

The importance of exercise during growth is further stressed by studies (e.g. Parikova, 1972; Shoppard and Lange Anderson, 1976) which demonstrate that the activity levels of children are reflected in their physical fitness and by longitudinal evidence of the higher disease risk of coronary heart disease which may take 25 to 35 years to develop. Perhaps the most convincing contribution to the prevention of coronary heart disease is the growing child whose lifestyle and attitudes are established.

Physical educationists, parents and teachers concerned with health play an encouraging role in the young, for vigorous exercise in the young is not yet possible to prescribe, just what represents a minimum

activity level for healthy growth but there is a consensus of opinion about the exercise requirements of the cardiorespiratory fitness which provides a useful starting point.

A positive statement by the American College of Sports Medicine (1978) is consistent with the views of our own Sports Council and Health Education Council and recommends that aerobic exercise using large muscle groups, e.g. running, swimming, cycling, rowing, should be undertaken for 15 to 60 minutes on three to five days a week.

Do these reports have any implications for schools and teachers of physical education? The answer lies in the fact that the dissemination of accurate information about health and the raising of public consciousness about sedentary lifestyles and the deterioration of cardiovascular fitness in many adults, school life may be the only time that we can provide opportunities for young people to learn the habits of regular, vigorous exercise.

Many physical education teachers regard health-related fitness as an important feature of their work, but the recent evidence about the benefits of regular exercise, about the problems about priorities and the kind of curriculum activities are significant. It is difficult to be prescriptive about what teachers should do, but it is possible to identify guidelines.

(1) Programmes need to focus on successful and enjoyable encounters with exercise where the emphasis is on behaviour change as well as attitude. Because positive experiences tend to be repeated.

(2) A regular, but consistent pattern of at least three encounters with vigorous exercise each week needs to be a central priority.

(3) The school climate and environment must support and reinforce the physical education programme. These guidelines do not mean that most of our existing curriculum activities should be replaced; they simply mean that the teacher must focus on increasing the physical activity levels of their pupils. Are they watching pupils in each class being active or are we creating barriers and turning young people into passive recipients of a physical education provision within a school of increasing scope for pupils in regular exercise and many schools have successful programmes in place.

As the number of pupils participating increases, the school can be transformed into a centre of health-related fitness. The school can be transformed into a centre of health-related fitness. The school can be transformed into a centre of health-related fitness. The school can be transformed into a centre of health-related fitness.

ness which are enjoyable and satisfying, and where the positive benefits of a lifestyle which incorporates regular exercise can be discussed and debated. Many people who regularly engage in exercise claim that they feel better and this feeling of well-being needs to be highlighted. Schools should organize sports events, challenges that invite pupils to participate in a 'Jog-a-thon' or other activities that encourage being active. These promotions stimulate interest at different times of the year and over a period of years reinforce regular habits of exercise.

It is important that teachers introduce appropriate screening procedures so that pupils are aware of their individual fitness levels during a year and over all the years they spend in school. These records are important because they teach pupils about self-monitoring and they provide teachers with essential feedback about the effects of their programmes and their stress on being physically active. Recording participation rates can be a useful tool because it clearly shows whether their message is having any effect.

Countries like Australia, Canada, France, New Zealand and North America, the ideas of daily physical education in schools has gained momentum and is regarded

as an innovation that deserves professional support. Many of these innovations are being closely monitored by experienced researchers who are looking at physical education, and the level of the pupils' involvement in daily physical education, and the final reports are very encouraging. It is important, because they have important implications for physical education.

If pupils can build into their normal life pattern habits of regular exercise over a long period of years, we are providing a basis for interest which may have significant implications for when they are adults. The opportunity for establishing the pattern lies in schools, and teachers of physical education have an important role to play in raising pupils' awareness about the value of exercise and being physically active. We must recognize that teaching can only do so much, but the pupils in school must be maximized and theory must inform our practice.

Adrienne E. Hardmann and Leonard Almond are lecturers in the Department of Physical Education and Sports Science, Loughborough University of Technology.

NOT IN THE SWIM

By Stanley Levenson

Swimming and capitation allowances are the worst: PE suffers as the cuts bite deeply into the education system.

The biggest cause for concern are the learn-to-swim lessons throughout the country where authorities are reducing provision, charging for transport or tuition or, in extreme cases, halting lessons altogether.

According to the National Union of Teachers, which seems to be the only monitoring organization, Cheshire has wiped out swimming. Stockport has cut it to primary level, Salford has closed its secondary pools and Solihull has put a tariff on transport, tuition and admission.

Buckinghamshire has introduced a tariff for lessons, Herefordshire is charging for transport, Hertfordshire, Kent, Northamptonshire, Cambridgeshire and Gloucestershire have cut their swimming budgets.

It is fair to assume that this small sample represents a national trend which will dramatically reduce the swimming of the boys and girls able to swim, leaving obvious indications of rising accidents and drownings in the future.

Teachers are already labouring under reduced capitation income. Mr Colin Roberts, head of PE at Morelands High School, Newcastle-under-Lyme, probably speaks for all when he says, "We are now having to put on our hair-raising events to buy the equipment in the past they were used to get the extras".

Against a background of nearly 20 per cent inflation, the problem is exacerbated while there is a time to spend on upkeep of the items of equipment, but long-term Mr Roberts's biggest worry is the lack of money to develop a PE programme within the curriculum, not just competitive sport.

Reduced I.A.S. expenditure on extra-curricular activities will probably have the biggest impact on the positive side. Mrs Kay Morgan, of the English Schools' Basketball Association, says that a number of schools have had to withdraw from the game because they cannot raise the cash to pay for transport.

Although there is no complete picture, most teachers believe that the grey clouds will turn black, particularly because their present PE and sports budgets make no allowance for commercial activities.

WATER MANUALS

The Science of Teaching Swimming. Book 1. By Palmer (Palman) Books £10.50, 0 7297 117 77 and Freckle by Geoffrey C. Kelly and Ward, £7.95, 0 7182 123 2.

are both intended for physical education specialists; lectures, attendance and teachers. Both books are profusely illustrated with line drawings and by a large covering the same basic ground, but the larger, better produced, and rather more expensive book, Mr Palmer's work goes into greater detail on each of the points he makes. Opening with the handling of beginners, he then gives a syllabus of progressive aquatic activities, advice on the teaching of the four competition strokes and introductory synchronized swimming and water polo. While Mr Cockett puts the examination of the

mechanisms of swimming and the physiology and anatomy of the human body in his early chapters, Mr Palmer keeps these for his second part of the book. The authors give due place and importance to water safety and hygiene. Swimming by Geoffrey C. Kelly in collaboration with nine contributors published by Central Books at £8.50, 0 7147 1405 4, and is based on "Experience and Scientific Research in Sport in the German Democratic Republic." Published for the first time in English, it is already well-known in Germany where it has already gone into two editions. Once again, though, of course, less obviously related to particular curriculum needs, it covers the fundamental principles of swimming in some detail.

THE SCOTTISH AMATEUR ATHLETIC JOINT COACHING COMMITTEE

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Children's literature

Phantom pirates

Nell Philip

The Head of Robin Squire. By Joan Clark. £7.50, 0 216 90804 3. The Phantom Horse. By Lynne Good. £7.50, 0 216 90773 X. The Phantom Horse. By Lynne Good. £7.50, 0 216 90773 X.

The Head of Robin Squire is not a marriage, but lies buried in a flooded treasure shaft off the coast of Canada. From a genuine historical puzzle (shaft, treasure and sword all exist), Joan Clark has fashioned an absorbing, if not wholly convincing, rumbustious tale of eighteenth-century piracy and double-crossing.

Her master is Stevenson (echoes of both Treasure Island and Kidnapped), but her most interesting characters are not the slightly over-the-top pirates but the boy Robin and his friend Actauld, a Micmac Indian. If only Joan Clark had written Actauld's chapters from his viewpoint, as Robin's are, rather than switching into third-person narrative, she might have transformed a rattling good yarn into a subtle exploration of the meeting between Indian and European.

Nevertheless, a rattling good yarn it remains, and thank goodness, in an age when children are expected to be amused by superficial novelists such as Edward Packer's Sugarcoat Island. Packer seems to be attempting to make some sort of point about the reader as author, by landing upon a treasure island and then making us fashion our own story. On page four, for instance, the reader must choose whether to walk along the beach or climb a hill: if the first, it is a claim for supper; if the second, berries. The idea is an interesting one, but the possible storylines are so short and so bluntly expressed that there is little to hold the interest. Out of 105 pages, 39 are anagrams, and most pages seem to feature in only one possible storyline.

Malcolm Yocca Seed is told from an Indian's point of view. It is a short, sharp, undomesticated story, in which Malcolm wins, after he has almost stopped trying, a prized Navajo name to replace his "white man's name". Lynne Gessner succeeds admirably in getting inside the Navajo culture: the concept of the natural world as animate, for instance, is deeply embedded in the text; organic, not implanted.

The importance of this sort of sensitivity to other ways of think-

ing is demonstrated by Jennifer Burnap's Obediah's Flag, which woe-fully lacks it. A story of the American Civil War, it shows the futility of war well enough, but never makes the reader feel that futility with a sense of personal loss. The characters do not live, and the reader scarcely cares whether they live or die.

Obediah's Flag reads at times like a rather dull history lesson: Violet Bibby's early work, while never dull, suffered from a similar inability to tell the reader all he needed to know in the natural course of the story. Her later novels, however, convey both the facts and the atmosphere of history deftly and unobtrusively, and The Phantom Horse is no exception.

Violet Bibby's are "mystery" stories in the fullest sense of the word. They are exciting investigations of concealed facts, and they each centre round a particular trade. The Phantom Horse, in slight but beautifully observed tale of Dartmoor at the time of Edward II, is concerned, as was her last book, with West Country tinners. While it lacks the breadth and intensity of Tinner's Quest, The Phantom Horse is full of the feeling both for wild and made things, and the life which strikes a balance between the two, which has distinguished Violet Bibby's writing from the

rest. The importance of this sort of sensitivity to other ways of thinking is demonstrated by Jennifer Burnap's Obediah's Flag, which woe-fully lacks it. A story of the American Civil War, it shows the futility of war well enough, but never makes the reader feel that futility with a sense of personal loss. The characters do not live, and the reader scarcely cares whether they live or die.

Union dues

Tom Corrie

Twenty-first Century British History Made Simple. By Peter King. W. H. Allen £2.50, 491 02399 5.

Mr Macintyre's "talking point" is aimed at school rather than college and university, the union today rather than in the past. A fair proportion of the vigorous opinions and observations that make up his main text come from unionists and politicians.

Mr Macintyre poses a simple and forthright question: as he takes us systematically through the union's internal problems, their relationship with the country and their role in the economy, and what do you think Sir Keith Joseph (or Eric Heffer, or David Bannett, or Prince Charles) would say to that trenchant remark?

"Clive Jenkins has said it all," says the author. "But what do you think...?" He has given us a very useful and varied collection of other folk's opinions to help in our deliberations, but there is little room for the concrete evidence that might helpfully support such thinking.

Teenage worries

New Year Body. By Dorothy Baldwin. Keats £4.50, 7226 5591 6

The cleverest thing about this book is the jacket. If it's on show in your local bookshop, do work out the elements which reveal the author's intent, but not, I think, the accurate projection of teenage life. The designers at Keats know what they are about. The book is a simple alphabet of teenage problems and problems with teenage problems. The book is a simple alphabet of teenage problems and problems with teenage problems. The book is a simple alphabet of teenage problems and problems with teenage problems.

ment is the most helpful part of the book, summing up on the changing nature of the union, their purpose and their place in economy and society. "Why did unions appear, grow, survive, decline?" asks Mr Brown. He does at least hint at some of the many answers, while leaving us to ponder on others.

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Brief times

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The mix makes for easy reading, and it is only later that one realizes the weakness of some of the entries and the gaps in coverage. This season's teenage novels have their characters' egos to learn about, their characters' egos to learn about, their characters' egos to learn about.

But were the stakes really so dramatic, the new permissiveness really so squalid, as this clinical dissection of the past 20 years seems to suggest? Disappointingly, it is this section on very recent years which is weakest. There are some unfortunate misprints; four per cent instead of (presumably) 24 per cent given for inflation in early 1975; the public sector deficit for 1974 given as £5.5 million, too low by a factor of 100. What's more, Peter King fails to overcome his thoroughly negative view of recent Labour government, dubbing the 1966 government the "All Fool's Ministry". He boldly pronounces it a "failure", ignoring the "remains" of the 1966 government's achievements over its eventual balance of payments surplus. Such failures, young readers might be forgiven for thinking, we could do with now.

books



"You never know who will see me" said Squirrel. Alton Utt's classic Tales of Little Grey Rabbit, re-issued by Heinemann at £4.50, keeps its charm fresh with new illustrations by Pajh Jaques. More delicious than a chocolate Easter bunny.

Life badges

David Whitehead

Startling Out. By Jane Cellier. Goodchild 95p, 903445 57 3.

This primer, published in conjunction with The Girl Guides Association, is subtitled "a guide to practical economics for young people." It is written for students in their last year of compulsory education, and seeks to advise them about a range of choices; for example, reasons are provided why further qualifications may be desirable. The standard Lifeship questions are asked, on how one should choose a job, on relative earnings, bank accounts, insurance, sensible spending, and borrowing. Suggestions are made about alternatives in housing, and what to do if you are unemployed.

Starting Out aims to present these topics objectively, pointing out what considerations are relevant and what should be avoided. Factual information is given in aid of decision-making, though some is oddly inaccurate. For example, the author seems to think that 18 is the minimum age for driving a car. As these strange bits of trivia are scattered throughout the book, they are a nuisance. The explanation of the division of labour on page 16 is vastly oversimplified and misleading, but the rest of the treatment is highly practical, appropriate for all "preparation for life" courses, and probably as relevant to students as to guides. Do you get a badge for reading it?

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Art adventures

MICHAEL CLARK argues for a more imaginative use of galleries

For several weeks now The British Museum has been open to accept any more bookings for school visits to The Vikings and as many of us know, The Royal Academy's Post-Impressionism exhibition, even with an extension, is constantly full of children. Many of them have travelled considerable distances to see these shows and there is no doubt that a large number gain a great deal from such experiences.

But for a variety of reasons these remain special occasions with only the most naive teacher remaining ignorant of the fact that part of the pleasure was simply being out of school. Nevertheless, the younger children—particularly the girls—enjoy galleries and museums and, if art teachers really believe that a fuller appreciation of the visual arts is enlightening, then they will be keen to encourage as close a familiarity with our permanent collections as they apparently are to introduce their pupils to the possible benefits of special exhibitions.

The greatest problem facing the teacher is the all too early acceptance by the majority of their pupils of received attitudes. For most school children, as for their parents, galleries and museums are not unproblematically associated with a controlling elite. Visiting them, even where the child's enthusiasm and involvement are immense, is regarded as a privilege carrying with it varying degrees of embarrassment, awkwardness and sometimes anxiety. In many cases the alienating factor

is an great that the child will dismiss all galleries and museums and only visit them again by force. Free access to our public collections, as their Victorian founders soon discovered, is not enough.

This much we all now recognize and there is hardly a city museum or gallery that does not offer some form of educational service. Many efforts much more but from the efforts of their educational officers to attract attention it is obvious that many schools do not take up the advantages they offer. Some art teachers even see the local gallery's Saturday morning art workshops as rival establishments, which is foolish.

If our pupils are to receive a better education both in and through art every attempt should be made to establish the closest possible links between schools and galleries. It is not only the pupils who need encouragement but the teachers as well. At The Arncliffe Gallery in Bristol and at galleries and art centres elsewhere, talks and seminars are arranged to bring teachers together to raise and discuss a whole variety of topics related to art and education.

Up and down the country an increasing number of galleries and museums are working hard to attract a wider audience and appealing to pupils is obviously a vital importance. Teachers can and should play a part in this.

The educational services offered vary a great deal. As in schools themselves, the quality depends a great deal upon the staff and resources available, which in galleries and museums include the

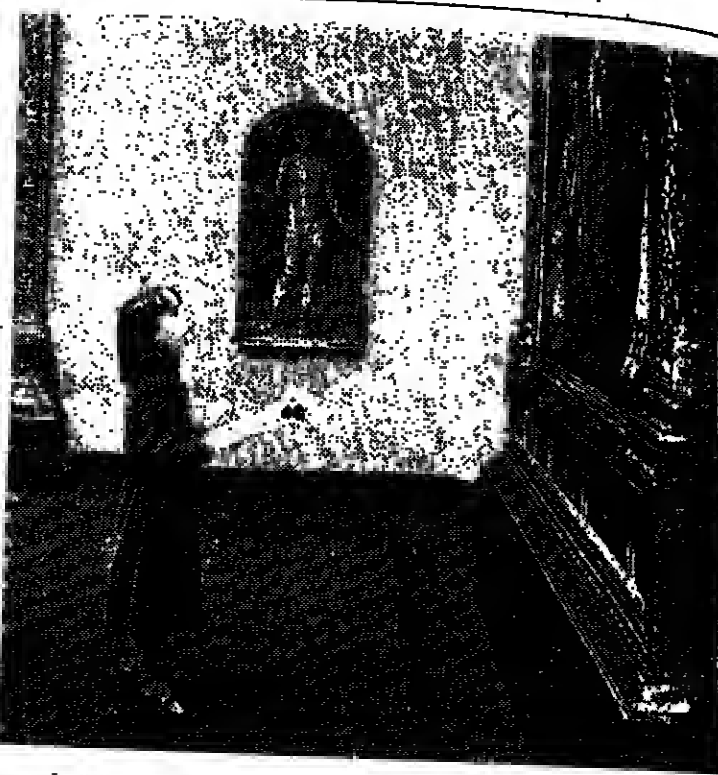
collection itself. Most provide a programme of talks, lectures, films and guided tours, and offer notes and advice to teachers.

Few of them can or are expected to compete with The Victoria and Albert or the British Museum with their day and half-day study sessions or their library and publication facilities. Much of this valuable service anyway goes far beyond the level appropriate to the needs of junior and secondary schools. What the teacher needs to decide is who he or she is going to use the museum's facilities. Most museum and gallery education officers are careful not to prescribe. Their intention is to assist and they usually prefer to wait for a request for information or advice.

The educational possibilities of museums and galleries are enormous. It is not only art historians who recognize their value; a very large part of our material culture is housed in them and there can be few more pleasurable ways of introducing children to their historical and cultural origins than devising programmes of study centred on their contents.

Many art teachers have become increasingly dissatisfied with a narrowly aesthetic approach to art and are turning to a wider, more social orientation. A comparative study of objects and themes between different media and different times and cultures can pull together museum, gallery and the social structure itself.

As a place in which to learn, the art room still maintains a wide



apology and many galleries know this. Bringing children and the rest of the public into the gallery itself has proved to be one of the most successful initiatives in recent years and one offering specific advantages.

The distinction between doing and appreciating is brought into a closer relationship and with guidance the child begins to bridge the gap between work produced in the workshop and work on show. This distance has been further narrowed by inviting artists and craftsmen to demonstrate their skills in front of an audience.

Not only is the whole process of transforming given materials into a work of art or utility made visible but art itself of a good deal of bogs magic.

For from being suspicious of gallery-based practice, it is at the level that art teachers might wish to introduce their pupils to the aesthetic, social and cultural value of our public collections. In this way they could add a wider significance to work done in the classroom and a greater meaning to those occasional visits to the exhibitions.

Monumental feats

by Bernard Denvir

Contemporary Artists at Work: Henry Moore. Edited by S. J. 200. Educational Productions Ltd, Bradford Rd, East Ardsley, Wakefield WF3 2JN.

Were Henry Moore a Japanese, he would by now have been awarded the highest of honours. Instead of having to make do with the inadequately entitled Order of Merit, his works adorn every capital city in Europe. The British sculptor has ever received no fewer awards or been so widely written about. He is almost a compensation for loss of Empire.

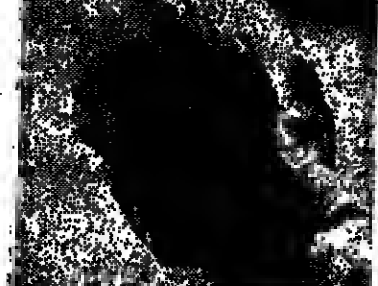
At the moment, however, his reputation is at a delicate point. Among the mandarins of taste, one is hearing of a spate of his mediocre work. He has become too familiar an experience, and it will be up to



their successors to rehabilitate him again in about twenty years. The middle-brows are just beginning to get used to him—to think of him as a stimulus rather than a deterrent. Among the rest of the population, ranging in their attitudes from the aggressively conservative, his works are regarded with wary hostility, provoking the more patronisingly, sophisticated to refer to that he is having them on.

Likely, steadily the waverers, stimulate the half-converted, and make some impact on the younger generation of the hostile, the author, a magisterial selection of 18 works, produced by EP supervision, and seems originally to have been made on the occasion of the important Moore exhibition held at Bradford.

In addition to the regional contexts, there is a near dynamic one too, for the commentator is the Courtauld Institute, husband of Barbara Hopworth's daughter, and now Director of the Tate Gallery. A very illuminating commentary it is, but the book's pretensions to a serious study of attention to the artist's own life and times.



It is no reflection on Alan Bowness's portrait lecture—for that in fact is what it is—to say that the most rewarding sections of the topography in which Moore himself speaks, the Yorkshire accent still surviving to reinforce the impression of pragmatic, honest, and accurate of his life and of the parental desire to make sure that his never went down the pits, he gives some emphasis to the benefit he derived from touching at the Royal College of Art and Cheltenham.

"I wouldn't like to be anything different from what I am," he says, though there is a slight note of pathos in the way in which he quotes the examples of Tilgner, Rodin, and others. The book is a good one, and it is a pity that it is not more widely available. It is a pity that it is not more widely available. It is a pity that it is not more widely available.

Videocassette distribution

Programmes and films made by the Inner London Education Authority are now available on videocassette to all schools and colleges following a new distribution agreement with the Central Film Library.

More than 200 programmes, most of them in colour, for primary and secondary schools special, further and teacher education, are available. Programmes can be bought or rented in any of the four leading video formats.

Home sweet...

The Building Societies Association has published a new project book. It contains information on building societies and their role. Aided by teachers and other professionals, the book is a comprehensive guide to the process of building a home.

The book is available free of charge from the Building Societies Association, 11, The Strand, London WC1A 4AL.

Natural greens

PETER DORMER on 'The Village Green'

One of the special characteristics of a village green is its informality: the absence of rigid design distinguishes the village green from the formal, rectangular layout of the prescribed yard or housing estate. But the village green is not just a place of advantage of evolving through many generations, and the ways of their evolution make up some of the questions answered by an Arts Council travelling exhibition on 'The Village Green'.

The exhibition is easy to overlook place. It is intended for public libraries and small exhibition spaces, but it would be a pity to miss it because it has many uses. It is a place for the older child and obvious group to see this collection of photographs and texts (brought together by Peter Dormer and first-year architecture students at Oxford Polytechnic). However, this exhibition also has great potential for art and general attitudes and offers a good starting point for a theme on the built environment.

This exhibition begins with a look at the forms villages take. Is the village linear or nuclear in shape? Why? How does this determine the shape of the green and what other factors have worked to give a particular green the shape it has today? Certainly, what makes a good green?

People are encouraged to think about the reasons and causes for their liking or disliking a particular level at the symposium as a composition of spaces, shapes and masses, and at another, at the use of the green as a place for the current function. Photographs and films are shown to interviews.

The exhibition's message is that the village and its green should be pampered and protected. It is a warning for the development of new villages and the destruction of old ones.

Similarly, the exhibition shows how difficult it is to create artificially the sense and atmosphere of a village green. There are honourable exceptions, such as John Nash's 18th-century houses around a green at Blenheim near Blenheim or some of the houses in the early new towns like Welwyn Garden City.

The photographs also show the green and parks are quite different: greens are more peaceful, more open, more natural, and often derive their particular attractiveness from the very fact that they are created to a plan. The village green is an important and precious resource because it provides a source for the child's curiosity and contentment and it should be guarded by a little red tape as possible.

The Village Green: Arts Council of Great Britain Travelling Exhibition. The exhibition will be shown at the: Avoncroft Museum of Buildings, Bromsgrove, Worcestershire, April 7 to May 2.

Winchcombe Library, Winchcombe, Gloucestershire, May 20 to June 6.

Civic Offices, Borehamwood, Hertfordshire, June 24 to July 11.

Blaise Castle House Museum, Leamington Spa, Warwickshire, July 25 to August 17.

For further information please contact: Richard Francis, Exhibition Officer, or Joan Asquith, Arts Council Officer, Arts Council of Great Britain, 105 Piccadilly, London W1A 0AU (telephone: 01-235 9495).

Microprocessor publications

Microprocessors are the subject of new publications recently issued by the Council for Educational Technology. They are Microprocessors in education, a package of published articles, and already available at a basic background reading for those with little or no technical expertise; USPEC 32: A guide to the selection of microcomputers, the latest in the CET series of User Specifications designed to help education users choose the right microprocessor for their needs.

A free leaflet is now available giving details of these and other publications on microelectronics. The CET's activities in the field, including a survey of microcomputers in schools and the setting up of a microelectronics service for education, are also covered.

Order for Educational Technology for the United Kingdom 3, Daphne Street, London W1N 3AA.

Literacy starters

During tutors... an ideas pack for literacy tutors has been published by the Adult Literacy Unit. It aims to help literacy tutors working with slow learners, although tutors of other students beginning to learn to read and write may also find it useful, says the ALU. Topics covered in the pack are: the needs of slow learners; finding a way to teach; the importance of the home and community; teaching to read and write; and the importance of the home and community. The pack is available from the Adult Literacy Unit, 53-54, High Holborn, London WC1V 6RL.



A set of 10 cards drawn by Mel Cullen, the cartoonist, have been published by Longman for use in teaching English to foreign students. The cards are intended primarily for beginners and contain simple drawings and text. The pack also contains a detailed leaflet on how to use the cards. It costs £2.

Co-op campaign

The Co-operative Wholesale Society has produced a colour wall chart for use in secondary schools and colleges. Part of a campaign to explain how the Co-op differs from other types of organisations, the wall chart explains the inter-relationship between the manufacturing, wholesaling, retailing and financial sectors of the Co-op movement in the United Kingdom and also looks at other co-operative organisations around the world. The wall chart is being offered free to educational establishments. CWS Ltd, New Century House, Manchester M60 4BS.

Gifted children project

The new resource packs produced by the Schools Council's Curriculum Materials for Gifted Children project are now available. The project is a collaboration between the Schools Council and the National Association for Gifted Children. The packs are designed to help teachers identify and support gifted children in their schools. They are available from the Schools Council, 105 Piccadilly, London W1A 0AU (telephone: 01-235 9495).

Burnt offerings

by David Self

Raofire at Babylon. Filmstrip and cassette or open reel tape. £10.50. Falcon Ave, Falcon Court, 32 Fleet Street, London, EC4. The Channell. Scripture Union Soundstrip Pack £2.40 (hire charge £5). Scripture Union Mail Order Department, PO Box 38, Bristol BS9 7NA.

Once upon a time a religious audio-visual aid was the Sunday School superintendent with a home-made flannel graph. Then the church discovered that technology was not sinful and they brought forth cassettes tapes and filmstrips in profusion, and behold they were very good. Or at least some of them were.

These two recent arrivals are among the better ones and they satisfy the obvious condition that

Dinosaurs are dodos

by Carolyn O'Grady

Learning Together. A magazine/poster pack. Introductory offer: £3.90 for 6 bi-monthly issues. Usual price: £4.50. Evans & Brothers Ltd, Monmouth House, Russell Sq, London, WC1.

The editors of Child Education poster packs for teachers are now publishing a magazine/poster pack for the parents of three to six-year-olds. The aim is to give parents and children something to do together, to forge links between home and school. The kits, therefore, take themes which are popular in nursery and infant schools—dinosaurs, to start with, followed by flowers, boats, harvest and Christmas.

The packs include two posters, and an eight page black and white



to be worth buying or hiring an audio-visual package must offer something that cannot be readily made locally. It is surprising the number of publishers who seem to think that a tape need contain no more than a spoken commentary and that a filmstrip need be no more than a selection of touring snapshots or simple cartoons. In both those cases we have genuine a-v programmes with varied soundtracks and illustrations that bear looking at for several seconds.

Firstly at Babylon is a comic strip updating the Old Testament and burning fiery furnace story. It is narrated by Frank Topping (him of those Morning Modulations on Radio 2), but here he takes on the role of Solly Silverberg who tells the story of his old Uncle Shadrach



and his friends Meshach and Abednego (all "fine Jewish boys"). Some may dislike the deliberate anachronism such as the furnace's eyelid grill or a Nebuchadnezzar who can shout, "Fetch those crazy dum-dums over here", but few will be able to resist the palace band playing Dixie with verve and wit, or John Raymond's colourful and exuberant cartoons. Besides providing an introduction in the Book of Daniel (for the 10-15 age range), the programme also poses a number of discussion points about leadership, obedience, minority groups and worship. It would be a wise investment for many middle and secondary school RE departments.

Rather more suitable for committed Christian groups than for open



RE lessons is the Scripture Union soundstrip package, The Channell. On this tape is a sequence of six songs about Holy Week and Easter, composed and sung by the Reverend Garth Hewitt. These songs, ranging from the little piece which is about Palm Sunday through to the post-Resurrection "Travel far and wide", are each illustrated with some 25 coloured illustrations by Taffy Davies which appear both powerful and moving when projected on the screen. Together, pictures and songs provide an effective reminder of the significance of the Easter story but at £20.40 for a programme that lasts only 20 minutes, these materials are, as an enclosed leaflet disarmingly tells us, "expensive".



One of the large posters.

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London Borough of
BRENT

Lancashire Education Department

COUNTY ADVISOR FOR PRIMARY EDUCATION

Salary Scale: Southbury Scale based on Burnham HT Group 10—£10,251-£11,058

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Application forms and further details are obtainable from the Chief Education Officer, County Hall, P.O. Box 61, Preston PR1 6RU to be returned by 11th April, 1980, quoting reference CO26/TJM.

DIOCESE OF BRISTOL

Applications are invited from clergy or lay people (men or women) for the post of

Diocesan Director of Education

vacant on 31st August, 1980. Details from the Bishop's Secretary, Bishop's House, Clifton Hill, Bristol BS8 1BW. Closing date for applications 30th April.

Deputy Council School Meals Organizer

The successful candidate will be responsible for the organization of the school meals service in the County of West Sussex. The successful candidate will be responsible for the organization of the school meals service in the County of West Sussex. The successful candidate will be responsible for the organization of the school meals service in the County of West Sussex.

Salary: £6,264 to £8,436 plus commensurate award for experience.

Closing date: 1st April 1980.

For details and application form, contact: West Sussex County Council, P.O. Box 100, Brighton BN1 1UG, or telephone 01293 555555.

West Sussex County Council

ADMINISTRATION APPOINTMENTS continued

SUNDERLAND

EDUCATION DEPARTMENT
SUNDERLAND
31-33, Rivington Avenue, Sunderland, Co. Durham, S.R. 1 1JH

Applications are invited from graduates of a British University and who are currently employed in a similar capacity to the post advertised. The successful candidate will be responsible for the administration of the Education Department. The successful candidate will be responsible for the administration of the Education Department.

Application forms and further details are obtainable from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, W9 1JH, returnable by 17th April, 1980. Telephone 01-808 0371. 24 hour Answerphone service. Reference number E/833/JD must be quoted.

General

BIRMINGHAM

EDUCATION DEPARTMENT
BIRMINGHAM
31-33, Rivington Avenue, Birmingham, B1 1JH

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ADMINISTRATION APPOINTMENTS continued

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Outdoor Education

AVON COUNTY

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